



Job description

Learning support assistants x 3

Context

Steiner Academy Exeter is a state funded school which opened in September 2013 and moved into our permanent, purpose built home in September 2015. We are adding year groups at reception (kindergarten) and year 7 (class 6) every year until we reach our full capacity of 624 children from 4-16 years in 2021. We will start the 2017 - 2018 academic year with approximately 400 pupils.

We are now recruiting for a number of **teaching assistants** to join our team in September 2017. The successful candidates will have an important part to play in the education of children across the school, providing support and continuity for classes and having a flexible approach to timetabling and tasks. They will join our school at an exciting and challenging time as we settle into our permanent home and continue to grow and embrace the opportunities of delivering Steiner education within the maintained education sector.

Role description

Responsible to: SENDCo and Resources manager

Job purpose - To provide teaching support in classes from year 2 to year 11. This may be as a general assistant or to provide individualised support for children in a classroom setting, working towards their full inclusion and independence in learning. The post may form part of a team approach to meeting the needs of specific children. **Please note that there is likely to be some work with larger groups in this role.**

Key working relationships -

- Class teachers;
- Behaviour and learning support team;
- Teaching assistants;
- Resources manager;

Main responsibilities of the post

Teaching and learning

1. Assisting class teachers with all general classroom activities;
2. Structuring and monitoring activities, and when necessary, taking responsibility for activities in and outside the classroom;
3. Assisting with activities such as swimming, if required;
4. Accompanying class outings and visits;
5. Working with the school's PSHE Policy to relate to children in such a manner that will enhance their self-esteem;
6. Working within the school's Special Educational Needs Policy and to work under the guidance of class teachers to establish a constructive and trusting relationships with pupils and interact with them according to individual needs;
7. Implementing Individual Education Plans;
8. Supporting delivery of learning activities, interventions and individualised programmes of support. This may include working with supporting services such as Educational Psychotherapy, Speech and Language Therapy, Occupational Therapy and Physiotherapy, wherever appropriate;
9. Making a contribution to organising effective learning environments and maintaining appropriate records;
10. Maintaining the pupils' interests and motivation;

Recording and assessment

1. To assist the teacher in observation and assessment of pupils as needed;
2. Be aware of the pupil's achievements and progress and report to the teacher as agreed;

3. Advocate on behalf of the child, if needed;
4. Contribute to daily/weekly formative feedback on pupils' learning experience as part of 'Assessment for Learning' strategies;
5. Contribute information to pupil records (e.g. annual review, DAFs and My Plans);
6. When necessary or when requested assist teachers with class activities of individuals or groups of children within the class. Assist children in the use of resources;
7. To assist the SENDCo in carrying out standard assessments of pupils' key performance measures;
8. To contribute to child studies, ongoing pupil assessments and reports.

Pastoral

1. To support the SEND team in delivering pastoral support to pupils as needed;
2. To carry out break duties and playground monitoring on a rota basis;
3. Support the School's Behaviour and Discipline Policy;
4. Liaise with parents as appropriate;
5. Assisting with playground duties as required.

Standards and quality assurance

1. To work within the teaching group to help the smooth day-to-day running of the whole school;
2. To work closely with the SENDCo and the Behaviour and Learning Support Co-ordinator (BLSCo) in the delivery of targeted learning support;
3. Support the aims and ethos of the school;
4. To maintain confidentiality at all times;
5. Set a good example in terms of dress, punctuality and attendance;
6. Attend and participate in open evenings and student performances;
7. To undertake appropriate preparation, study and training as necessary both for the effective discharge of this role and also to advance the school's ethos, principles and objectives;
8. Attend team and staff meetings;
9. Participate in training and other learning activities and performance development as required;
10. Any other duties reasonably requested by the school;
11. The postholder is required to operate within the school policies including the Equal opportunities and Health and Safety policies;

The above list is not exclusive or exhaustive and the post holder will be required to undertake such duties as may reasonably be expected within the scope of the post. All members of staff are required to be professional, co-operative and flexible and undergo reasonable and directed professional development. This may require out of 'normal hours' and personal study which may be unpaid. The job description is current but liable to variation to reflect or anticipate changes in the requirements of the post.

Person specification - Essential to this post

Qualifications and training:-

- Educated to a good standard;

Experience

- Experience of working with children in a classroom situation;
- Experience of supervising pupils and relating to them;
- Experience of working with children with challenging behavior;

Professional qualities

- Flexible approach to work and ability to work under pressure;
- Excellent ability to work in a team and under the direction of experienced staff;
- Ability to work on own initiative and as part of a teaching team;
- Good organisational skills and an ability to work effectively;
- Ability to establish and maintain excellent professional relationships with pupils, parents and colleagues;
- Ability to set high expectations of all pupils and be committed to raising educational achievement;
- Excellent verbal and written communication skills, with the ability to communicate effectively with pupils, colleagues, parents and other education and care professionals;

- Ability to maintain confidentiality;
- A commitment to bringing Steiner education to children who would not otherwise have access to this form of education.

Person specification - Desirable

Knowledge and understanding

- Knowledge and understanding of Steiner Waldorf Education;
- Experience working in a Steiner Waldorf setting;
- Training in Phonics, Write Dance, Counting to Calculate, Widget, Speech and Language support or similar learning support programmes, etc.
- Basic knowledge of Health & Safety.

The ideal candidate must be organised and responsible, able to motivate themselves and apply imagination to their work.

Remuneration

Salary: £13,574.35 for a 37.5 hour week, based on 38 weeks (term-time only).

Essential application information

Steiner Academy Exeter is committed to safeguarding children and young people and expects all staff and volunteers to share this commitment. Candidates must be suitable to work with children and will be expected to undertake an advanced DBS disclosure.

Candidates must have the right to work in the United Kingdom. Candidates from abroad will be asked to provide criminal records clearance from countries of residence, as well as evidence of eligibility to work in the United Kingdom.

Applications for the post must be made on the standard application form, which can be found on our website at www.steineracademyexeter.org.uk/information/recruitment . This is an online form, optimised to all commonly used PC/laptop operating systems.

Closing date for receipt of completed applications 12noon Friday 18th August 2017

Interviews are likely to be on 23rd August

Please be aware that the SAE is not able to guarantee a school place for the children of staff. Whilst every effort will be made to ensure that staff who wish to enrol their children in SAE will be able to do so, the school's admissions arrangements and its statutory commitments to inclusion mean that no commitment can be made or certainty offered.

Alan Swindell, Principal July 2017