Atlantic Academy Portland
an Aspirations Academy

Miss Heppell - Principal

Maritime House
Southwell Business Park
Portland, Dorset, DT5 2NA

Tel: 01305 820262
Email: atlanticoffice@atlantic-aspirations.org

www.atlantic-aspirations.org

Teaching Assistant Job Description and Person Specification

Post Title	Teaching Assistant
Salary/Grade:	Grade E point 7 - 11 (£27,274 - £29,070) pro rata for term time only (£23,355.69- £24,893.67)
Academy:	Atlantic Academy Portland, Aspirations South Coast and South Coast Region
Reporting To:	Principal/Vice Principal/HLTA
Disclosure Level:	Enhanced
Hours of Work:	37 hours a week, 39 weeks per year (plus holiday entitlement) Monday: 08:00- 16:30 Tuesday & Wednesday, 08:00-15:45 Thursday: 08:00 - 16:00 Friday: 08:00- 15:30
Leave:	Annual leave is 25 working days for a full year, based on a 5-day working week in addition to Bank/Public Holidays.

Duties & Responsibilities:

The post-holder may be expected to work within the Academy's Inclusion Hub, with individual children who have special or particular needs, or with small groups of children, as directed. Support for these pupils might include the development of learning, independence, communication and behaviour under the guidance of the leadership and classroom team. The following does not represent an exhaustive list but gives an indication of the role.

Main Duties:

Inclusion Centre & Targeted Provision

- Support the effective day-to-day running of The Harbour (Student Inclusion Hub), providing a safe, supportive, and purposeful learning environment for students requiring targeted provision or time away from mainstream lessons.
- Plan, deliver and evaluate, or assist in the planning, delivery and evaluation, of targeted small group and individual interventions, including delivery of programmes shared by external professionals, to promote engagement, skill development and accelerated learning.
- To assist, as directed, with the implementation of/implement specific learning and therapy programmes, eg speech and language
- Provide emotional and wellbeing support, with a particular focus on supporting students experiencing anxiety linked to anxiety-related school avoidance, promoting emotional regulation and resilience.

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Classroom & Curriculum Support

- Support students within mainstream lessons as directed by teachers, adapting learning materials and instructions to ensure accessibility, participation, and progress.
- Work alongside teachers and HLTAs to maintain a purposeful, orderly, supportive, and safe learning environment.
- Constructively help children participate in activities and learning tasks by adapting and/or interpreting lessons, instructions, and differentiation as required.
- Assist with the preparation, organization, and maintenance of the classroom, learning displays, associated areas, and learning resources/equipment.
- Demonstrate a flexible and adaptable approach to transition between supporting in the Inclusion Centre and supporting students within mainstream classrooms.

General Student Support & Supervision

- Support children with specific personal needs, including medical needs such as diabetes, minor first aid, toileting, and personal hygiene skills as required and to complete relevant training.
- Assist with the supervision of students across the school day, including within classrooms, shared areas, assemblies, break times, and educational visits.
- To assist with the planning and supervision of educational visits and outings
- To support lunch or after school enrichment and club activities (within contracted hours).
- Guide and assist the development of children's social behavior, attitudes, and skills, maintaining high expectations in line with the academy's behavior and safeguarding policies.

Collaboration & Communication

- Work collaboratively with teaching staff, the Inclusion team, and pastoral leaders to monitor student progress, wellbeing, and attendance, feeding back observations accurately.
- Liaise with other members of staff and parents, acting as a point of contact and communication when necessary.
- Give feedback, as appropriate, regarding the pupils' learning and progress to inform teacher's planning or learning reviews.
- Ensure all Health and Safety regulations and safeguarding procedures are complied with at all times.
- To cover for colleague absence when necessary

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Staff Development Responsibilities:

- To take part in the Academy's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Management Review process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the Academy.
- To support the induction of new staff

Other Duties:

- To continue personal development as agreed at appraisal.
- To address the appraisal targets set by the line manager
- To play a full part in the life of the Academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To actively promote the Academy's corporate policies.
- To comply with the Academy's Security, Safeguarding and Health and Safety procedures are adhered to
- Comply with decisions, policies and standing orders of the Academy; comply with statutory requirements, including Equal Opportunities legislation, the Health and Safety at Work Act and the Data Protection Act.
- Have a commitment to Child Safeguarding, to promoting the welfare of children and young people in accordance with the Academy's agreed procedures
- To show a record of excellent attendance and punctuality.
- To adhere to the Academy's Dress Code.

General:

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

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Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Following consultation with you this job description may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. For teaching assistants normally working with a specific key stage, this could include being deployed to work with a different key stage (e.g. secondary to primary or vice versa).

Person Specification

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Assessed by application (A)
Assessed by the recruitment process (R)

Criteria	Essential	Desirable
Qualifications and Education		
A good standard of education, eg 5 GCSE A*-C including English and Maths, or equivalent	A	
Qualification relevant to the position or equivalent	A	
Experience		
Experience relevant to the position	AR	
Experience of prioritising workloads, time management and dealing with conflicting priorities	AR	

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Experience of working in a school, academy or other educational based background Experience of working with children	AR	
Skills and Abilities		
Excellent communication skills	R	
Competent in use of IT	R	
Flexible, proactive, positive approach to work	R	
Ability to deal sensitively and appropriately with confidential, personal information	R	
Be aligned to the mission and values of the academy	R	
Ability to build positive, trust-based rapport and relationships with young people, particularly those experiencing barriers to learning.		AR
Knowledge		
Knowledge of child safeguarding procedures		R
Knowledge of schools and education		R
Understanding of Social, Emotional, and Mental Health (SEMH) needs, barriers to learning, and supporting students experiencing anxiety-related school avoidance.		R