



Lewisham Education

SYDENHAM SCHOOL
Dartmouth London SE26 4RD
LONDON BOROUGH OF LEWISHAM

JOB DESCRIPTION

Title: Teaching Assistant for Internal Exclusion

Grade: Scale SC4N

Section: Internal Exclusion

Post No: Level 3

Reports to: Curriculum Leader for Inclusion

MAIN PURPOSE OF THE JOB

Working under guidance of teaching staff: provide support in addressing the needs of students who need particular help to overcome barriers to learning.

SUMMARY OF RESPONSIBILITIES AND DUTIES

SUPPORT FOR STUDENTS

- Provide pastoral and behavioural support to students.
- Collect, receive and supervise students excluded from, or otherwise not working to, a normal timetable
- Ensure that students in the internal exclusion room follow behavioural expectations
- Attend to students' personal and academic needs and provide guidance in order to help them to reflect upon their behavior and the reasons underlying their behavior
- Assist with the development and implementation of individual Education/Individual Behaviour Plans/SEND profiles and Safety Plans
- Establish productive working relationships with students, acting as a positive role model
- Deliver mentoring sessions and welfare checks with students when directed to do so
- Provide support for distressed students and de-escalate situations when appropriate
- Provide information and advice to enable students to make choices about their own learning/behaviour/attendance
- Challenge and motivate students, promote and reinforce self-esteem
- Provide feedback to students in relation to progress, achievement, behaviour, attendance etc.

SUPPORT FOR TEACHERS

- Liaise with feeder schools and other relevant bodies to gather pupil information.

- Support students' access to learning through differentiation and using appropriate strategies, resources etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate
- Provide objective and accurate feedback and reports as required, to other staff on students' achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested
- Assist in the development and implementation of appropriate behaviour management strategies
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
- Assist in the development, implementation and monitoring of systems relating to attendance and integration
- Clerical/admin support with the pastoral processes of the school; dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc., making phone calls etc, letters home.

SUPPORT FOR THE CURRICULUM

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Determine the need for, prepare and use specialist equipment, plans and resources to support students
- Be aware of and support diversity and ensure all students have equal access to opportunities to learn and develop

SUPPORT FOR THE SCHOOL

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security and data protection, reporting all concerns to an appropriate person
- Be aware of confidential issues linked to home/pupil/teacher/school/work and to keep confidences as appropriate
- Be aware of and support diversity and ensure all students have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Assist in the supervision, training and development of staff
- Implement planned supervision of students out of school hours
- Supervise students on visits, trips and out of school activities as and when required

EQUALITIES

Ensure implementation and promotion in employment and service delivery of the Council's equal opportunities policies and statutory responsibilities.



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PERSON SPECIFICATION

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EXPERIENCE (Essential Requirements)

- Experience working with children of relevant age
- Experience of working with students with additional needs.

QUALIFICATIONS/TRAINING (Essential Requirements)

- Very good numeracy/literacy skills
- NVQ 3 or equivalent in teaching assistance or equivalent qualifications or experience.

KNOWLEDGE/SKILLS (Essential Requirements)

- Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation
- Working knowledge of national curriculum and other relevant learning programmes
- Understanding of principles of child development and learning processes and in particular, barriers to learning
- Ability to plan effective actions for students at risk of underachieving
- Full understanding of the range of support services/providers
- Ability to self-evaluate learning needs and actively seek learning opportunities Ability to relate well to children and adults
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.

PERSONAL QUALITIES

- May be required with notice to attend meetings or to work outside of core working hours
- Reliable attendance
- Must meet London Borough of Lewisham requirements for the post.

EQUAL OPPORTUNITIES

- To operative a positive commitment to the Council's Equality and Diversity Policy and to ensure that it is implemented within the service area of the post.

CIRCUMSTANCES

The person undertaking this post must have a current enhanced DBS. If a candidate does not have this status then they will be required to complete an application only if recruited to this post.

Prepared by: Emma Quartey – Assistant Headteacher

January 2020