



A learning & caring community where individuals are valued

Job Description

1. **Job Title:** Teaching Assistant
2. **Responsible to:** Class Teacher
3. **Job Location:** The Sheiling School or College, as directed

The Sheiling Ringwood is committed to safeguarding and promoting the welfare of children and young adults and expects all staff to share this commitment.

This posts constitute 'regulated activity' as set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, as amended by the Protection of Freedoms Act 2012 as a consequence an enhanced DBS (Disclosure and Barring Service) certificate and Children and Adults Workforce Barred check will be required.

4. **Role Summary:** To provide reliable and consistent support for the class teacher, playing a key role in supporting the whole class. You will be involved in supporting the delivery of all aspects of the School/College curriculum, in line with the School/College teaching and learning policies. The role includes taking responsibility for some timetabled small group or individual lessons and providing occasional teaching cover for the class teacher, e.g. for illness and attending reviews.

The role will require the post-holder to deal at times with challenging behaviour.

5. Summary of Duties and Responsibilities:

- Supporting the class teacher in delivering the School/College curriculum, providing skilled support to enable learners to make progress.
- To provide support for students to enable them to participate and learn, as appropriate for their specific difficulties that include a) communication and interaction difficulties, b) cognition and learning difficulties, c) behavioural, emotional and social difficulties and d) sensory and/ or physical impairments.
- To provide skilled support to enable students to develop their literacy, numeracy and IT skills.
- To react and respond effectively to behaviour that challenges using positive behaviour support strategies.

- To provide students with clear expectations and encourage appropriate behaviour, role model conduct, and clearly communicate boundaries.
- To provide skilled support for students to enable them to learn in formal, informal and new learning situations beyond the classroom and in the community
- To contribute to student assessments, recording and reporting of student progress, risk assessments and reviews.
- To take responsibility for some timetabled small group or individual lessons and providing teaching cover for the class teacher in their absence. This will require providing guidance to other support staff in the class.
- To cover for colleagues as directed, sometimes at short notice, and working with other timetabled class groups or ability groups. Balancing giving students the support they need with encouraging appropriate levels of independence.
- To prepare teaching resources, including modifying and adapting these to ensure students' learning needs are well met.
- Assist with the provision of personal care for the students. In line with Study Programmes and Individual Education Plans (IEPs), to balance giving direct support with encouraging appropriate levels of independence.

To contribute to maintaining a clean, safe, ordered and welcoming teaching environment.

- To Maintain comprehensive and accurate records both paper-based and electronic.
- To support and guide students during lunch times and in completing domestic or leisure activities within the School/College Houses.
- To work collegially as a member of a team, demonstrating clear communication with colleagues.

6. Additional duties and responsibilities:

- Attend staff meetings, briefings, relevant internal and external reviews (as required by the class teacher) and pre/post-term planning meetings, training and development sessions Attend up to five Sheiling Ringwood events per year that take place during a weekend e.g. Summer Festival, parent/carer events.
- You may be required to join a class residential "trip" based off the Sheiling site. This will mean being residential and working beyond your normal working hours during this week.
- Behave in such a way as to set an example to the students of mature and appropriate behaviour which is representative of The Sheiling Ringwood's ethos and standards.
- Adherence to all The Sheiling Ringwood's policies and procedures.
- Performing with appropriate professional care any other tasks, duties and responsibilities within reason that further the aims and objectives of the Sheiling Special Education Trust.

The Sheiling Special Education Trust reserves the right to vary or amend the duties and responsibilities of the post and the post-holder at any time according to the needs of its Charitable business.

Signed..... Date.....

Postholder Name.....

Signed..... Date.....

Corine van Barneveld, Principal

Person Specification

Criteria	Essential	Desirable	Assessment method(*)
Qualification, Education and training	1) Level 2 or higher in Literacy and numeracy 2) Demonstrable commitment to own CPD 3) Willingness to undertake training/qualifications beneficial for role	4) Teaching Assistant Qualification 5) PROACT-SCIPr-UK	Application form Documents
Knowledge and understanding	6) Good verbal and written communication skills 7) Openness/interest in Camphill Curative Education 8) Comfortable with possibility of facing challenging behaviour 9) Open to providing support for personal care 10) Interest in and empathy with students with learning difficulties and disabilities		Application form and interview
Experience	11) Relevant previous experience with people with learning difficulties	12) Rudolf Steiner/Curative Education experience 13) Working in an SEN environment 14) Working in a residential educational setting	Application form and interview
Technical skills	15) Good basic level of IT skills	16) Signalong 17) Makaton 18) PECs 19) Total Communication	Application form, Tests and interview
Interpersonal skills	20) Communicates effectively and appropriately with people who may have		Interview

	<p>widely differing levels of communication abilities</p> <p>21) Able to establish and develop effective and productive relationships with student, colleagues and parents</p> <p>22) High level of common sense</p> <p>23) Ability to work independently and as part of a team</p>		
Motivation and aptitude	<p>24) Demonstrable suitability to work with children and young adults with complex support needs</p> <p>25) Patient and calm particularly at times of pressure.</p> <p>26) Passionate in seeking to maximise opportunities for students to develop themselves</p> <p>27) Provides a positive role model for students and less experienced peers</p> <p>28) Resilient to periods of high/demanding emotional intensity</p> <p>29) Reliable, flexible, motivated and enthusiastic</p>		Interview and references
Other	<p>30) Ability to participate in light sporting or leisure pursuits</p> <p>31) Willingness to participate in swimming activity</p> <p>32) Physical capacity to react quickly in response to emergency situations (kneeling, running or similar)</p>	<p>33) Able to swim</p> <p>34) Clean full UK driving licence</p> <p>35) Competent and accredited to drive Trust vehicles include mini buses</p>	Interview and Documents