



**JOB DESCRIPTION**

**Teacher Aide - (SLC)**

**Responsible to:** Head of Department, Learning Support Unit (Line Manager) and Executive Officer

**Functional Relationships with:** Teachers, students, caregivers, Senior Leadership Team, other members of staff and Board of Trustees.

**Hours of Work:** Negotiated annually

**Annual Term of Engagement:** School term-time only

**Terms of Employment:** As per the Support Staff in Schools Employment Agreement 2016-2018. The position is salary graded in the range of rates available under the Grade B.

**Purpose of position:** To provide support and guidance for students with learning difficulties that will increase their independence and confidence across a range of learning and behavioural situations.

Key Responsibilities	Appraisal indicators
<p>To work with and under the direction of the teacher to enhance student learning by encouraging self learning, independence and social skills so students can reach their potential. Offer assistance with personal care when required.</p>	<p>Demonstrate an awareness of the needs of the students and strategies for meeting these needs. Have a positive relationship with students and staff</p>
<p><b>Health and Safety</b> Guided by school policy and practice, and by the individual needs of the LSU students, identify hazards including potential mental and physical health issues or dangerous behaviour, dealing with them and reporting them in a timely manner. Use non-violent crisis intervention (NVCi) strategies as per training</p>	<p>Show an awareness of the health and safety requirements of individual students. Be aware the procedure to follow in the event of a medical emergency such as a seizure. Recognise the limits of their authority and competence in dealing with situations where students need counselling support.</p>
<p><b>Communication</b></p>	<p>Students' learning is improved.</p>



<p>Regular collaboration with Line Manager, teachers and other teacher aides to ensure information is shared about student learning, including IEPs and subject and individual learning goals.</p>	<p>Positive feedback from teacher and other support staff regarding student's progress. A relationship of trust develops with the classroom teacher.</p>
<p><b>Restorative Practice (RP)</b> Guided by the school's Restorative Practice Handbook of working <b>with</b> students who are able to accept responsibility for their behaviour. Following the agreed behavioural management plan with other students.</p>	<p>Harmony in the classroom with students taking responsibility for their actions Using NVCI strategies to de-escalate stress and harmful behaviour</p>
<p><b>Management</b> This position does not require management of other staff.</p>	

<p><b>Skills and Abilities</b></p>
<ul style="list-style-type: none"> <li>● Pro-active “can do” attitude</li> <li>● Drivers licence to be able to assist with transport of students (not necessary but desirable)</li> <li>● Good listener to both student and teacher - listens well to any planned lessons so they know what is expected of students and can help them</li> <li>● Provide support when appropriate - being quiet and supportive while the teacher is trying to teach</li> <li>● A good reader of a student's body language</li> <li>● Discretion when dealing with a student's personal care and when having knowledge of a student's family and private issues</li> <li>● Adaptable, flexible, trustworthy and reliable</li> <li>● Team player and able to show initiative</li> <li>● Having empathy and patience</li> <li>● Professional judgement and conduct (as outlined in the code of conduct)</li> <li>● Knowledge of computer programs used by students</li> <li>● Good literacy and numeracy skills</li> <li>● A life-long learner and therefore a good role model for students</li> <li>● The ability to scaffold tasks supporting students to progress step by step</li> <li>● A collaborative approach to teamwork</li> <li>● Ability to advocate for students</li> <li>● Reflective thinking and practice - asking what could be done better/differently to overcome learning barriers and provide a more successful learning pathway</li> <li>● Good level of personal organisation</li> </ul>



<b>Specific Tasks and Duties</b>
<p><b>Student Support</b></p> <ul style="list-style-type: none"> <li>● Modelling pro-social behaviour</li> <li>● Support learning in the classroom</li> <li>● Intervene or report off task behaviour to the teacher</li> <li>● Being vigilant with less capable students</li> <li>● Following agreed behaviour management plans and procedures</li> <li>● Following agreed NVCI strategies</li> <li>● Identify where students are lost and mediate the task so they can move on with it</li> <li>● Demonstrate how to undertake a task</li> <li>● Encourage the student - sometimes this involves sitting there and letting the student work independently. This is a mark of success!</li> <li>● Act as a reader-writer for assessments</li> <li>● Assist, adapt and implement a classroom programme following the IEP goals, for individual students</li> <li>● Assist students with appropriate ICT needs</li> <li>● Prepare and maintain resources as directed by teacher</li> </ul>
<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>● Implementing and supporting behaviour modification programmes</li> <li>● Following agreed NVCI strategies</li> <li>● Monitor and support student with specialist equipment</li> <li>● Medication management under guidance of school nurse</li> <li>● Talking over medical details with parents</li> <li>● Be aware and vigilant with students likely to experience problems on an out of school trip</li> </ul>
<p><b>Restorative Practice (RP)</b></p> <ul style="list-style-type: none"> <li>● Be familiar with the school's Discipline Guidelines and Procedures (which includes the RP Handbook) and ways to deal with student behaviour which fosters trust and respect</li> <li>● Leave behaviour management to the teacher during instruction time</li> <li>● Participate in any mediation or conversations under the RP framework of tools</li> </ul>
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>● Regularly communicate with Line Manager, and members of the wider learning team to address any issues</li> <li>● Work collaboratively to achieve the goals for each student</li> <li>● Write up incident reports</li> <li>● Communicate with Line Manager about incidents of concern</li> <li>● Attend regular support staff meetings and professional development opportunities</li> <li>● Work collaboratively to achieve the IEP for student learning</li> <li>● Liaise between school and home with the students communication books</li> </ul>
<p><b>Management</b></p> <ul style="list-style-type: none"> <li>● There are no management requirements for this position</li> </ul>

# HUTT VALLEY HIGH SCHOOL



**General responsibility:** To adhere to the school's policies and procedures, with particular reference to the Health and Safety Policy (Student Wellbeing), Discipline Guidelines and Procedures and the school's Privacy Policy. To be available to assist in other areas of school life from time to time as directed by those this position is responsible to.

Elements of the role	
Level of skill and knowledge	Level 1   2 <b>3</b> 4 ( <i>highlight one</i> )
Degree of problem-solving ability	Level 1   2 <b>3</b> 4 ( <i>highlight one</i> )
Degree of freedom to act independently	Level 1 <b>2</b> 3   4 ( <i>highlight one</i> )
Degree of accountability	Level 1 <b>2</b> 3   4 ( <i>highlight one</i> )
Level of supervision and/or management	Level <b>1</b> 2   3   4 ( <i>highlight one</i> )

**Grade: B (2)**

**Employee name:** \_\_\_\_\_

**Line Manager:** Heather Lear

**Employee Signature:** \_\_\_\_\_

\_\_\_\_\_

**Date:** \_\_\_ / \_\_\_ / \_\_\_

Approved by:	Craig Braun, Executive Officer
Date Approved:	November 2016
Reviewed:	October 2018