



HUTT VALLEY HIGH SCHOOL JOB DESCRIPTION

Teacher Aide - (School Support)

Responsible to:	Teacher-in-charge of learning support (SENCO) (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 (Up to 27 hrs/week)
Annual Term of Engagement:	School term-time only.
Terms of Employment:	As per the Support Staff in Schools Employment Agreement. 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 academic and/or social learning difficulties that will increase their independence and confidence across a range of learning and behavioural situations.

Key Responsibilities	Appraisal indicators
<p>Student Support To support the teacher and students learning by encouraging self learning, independence and social skills.</p>	<p>Students demonstrate increasing confidence, progress, skill and knowledge in their various subjects and are motivated by meeting success despite all their obstacles, that they and teachers engage this role with confidence for support and assistance</p>
<p>Communication Regular collaboration with Line Manager, subject teachers and other teacher aides to ensure information is shared about student learning, including IEPs and subject and individual learning goals.</p>	<p>Students' learning is improved. Positive feedback from teacher and other support staff regarding student's progress. A relationship of trust develops with the classroom teacher.</p>
<p>Restorative Practice (RP) Guided by the school's Restorative Practice Handbook of working with students rather than doing it for or to them</p>	<p>Harmony in the classroom with students taking responsibility for their actions</p>

Management

This position does not require management of other staff.

Skills and Abilities

- Pro-active “can do” attitude
- Good listener to both student and teacher - listens well to the lesson so they know what is expected of students and can help them
- Adaptable and flexible
- Trustworthy and reliable
- Team player and able to work independently
- Having empathy and patience
- Observant and help out where appropriate
- Competent as a reader-writer
- Knowledge of computer programmes used by students
- High Standard of literacy and numeracy skills
- Model the ideas and behaviours that exemplify the vision and values of the school
- The ability to scaffold tasks supporting students to progress step by step
- A collaborative approach to teamwork across the whole school
- Ability to advocate for students
- Reflective thinking and practice - asking what could be done better/differently to overcome learning barriers and provide a more successful learning pathway
- Good level of personal organisation

Specific Tasks and Duties**Student Support**

- Debrief with the teacher before leaving classroom as required
- Help create and maintain a safe classroom environment that is conducive to learning
- Hand out and collect equipment where appropriate
- Intervene or report off task behaviour to the teacher if requested
- Identify where students are lost and mediate the task so they can move on with it
- Encourage the student - sometimes this involves sitting there and letting the student work independently. This is a mark of success!
- Act as a reader-writer for assessments
- Attend and contribute to meetings such as IEP's, planning meetings
- Assist, adapt and implement a classroom programme following the IEP goals, for individual students
- Assist students with appropriate ICT needs
- Prepare and maintain resources as directed by teacher
- Good knowledge of strategies that will support students with specific learning difficulties and the ability to implement, and monitor those strategies

Health and Safety

- Assist with first aid
- Supervising identified students in the playground

- Implementing and supporting behaviour modification programmes
- Monitor and support student with specialist equipment
- Be familiar with the RAM assessment system when supporting a school trip

Restorative Practice (RP)

- 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
- Leave behaviour management to the teacher during instruction time
- Participate in any mediation or conversations under the RP framework of tools

Communication

- Regularly communicate with Line Manager, and members of the wider learning team to address any learning issues
- Form, develop and maintain positive and productive relationships with students, their families, staff, other educational professionals and the wider community
- Sensitive to the cultural needs of students and their families
- Maintain confidentiality at all time
- Work collaboratively to achieve the goals for each student
- Furnish a weekly timetable of projected and completed class/student involvement, and discuss priorities of students and assessment needs and schedules
- Complete any formal written assessment as required
- Communicate with Line Manager or dean about incidents of concern
- Write up incident reports as required
- Attend regular support staff meetings and professional development opportunities
- Work collaboratively to achieve the school goals for student learning

Management

- There are no management requirements for this position

General responsibility: Guided by school policy, provide a safe, secure, supportive place where every student and staff member can feel safe. Identify hazards including potential mental and physical health issues or dangerous behaviour, dealing with them or reporting them in a timely manner. To be familiar with 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. Other duties as reasonably required by the line manager.

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

Degree of accountability	Level 1 <u>2</u> 3 4 (<i>highlight one</i>)
Level of supervision and/or management	Level <u>1</u> 2 3 4 (<i>highlight one</i>)

Grade: B (4-9)

Employee name: **[Name]**

Line Manager: **Robyn Deverall**

Employee Signature: _____

Date: ___ / ___ / ___

Approved by:	<i>Craig Braun, Executive Officer</i>
Date Approved:	<i>November 2017</i>
Reviewed:	<i>October 2019</i>