

Job Description

Teaching Assistant, Science

Duties/Expectations of a Teaching Assistant at Laureate Academy

- Provide support to an outstanding level for all years, abilities and qualifications;
- Contribute to outstanding attainment and progress at all key stages;
- Play a central role in the Inclusion Department, including contributing to after-school activities, trips, open days and so on;
- Have an excellent working understanding of the learning needs of the students with whom you work. This may include liaising with colleagues within the Inclusion Department, and accessing attainment data and information from EHCPs/Educational Psychologist reports;
- Make a vital contribution to the efficient running of the Department;
- Enhance the quality of Teaching Assistant provision in the Department and wider Academy through sharing resources and good practice and active participation in Continuous Professional Learning;
- Show commitment to working in partnership with the science department, learning and helping to implement the curricula;
- Support the Academy's aims and objectives for teaching and learning
- Show flexibility, innovation and intelligence in responding to the needs of the pupils and Academy as a whole.

Person Specification

The right person for the job will:

- have excellent academic qualifications;
- be willing to develop their understanding of Special Educational Needs and Disabilities;
- have excellent communication skills;
- be willing to advocate for students who require bespoke teaching and learning approaches;
- be organised, energetic and self-directed;
- be committed to the wider school life and willing to engage in a range of extra-curricular activities.
- safeguard and promote the welfare of children;

The Department

The Inclusion Department provides outstanding support to students across the school, with the aim that students with SEND at Laureate Academy make progress significantly above the national average. A diverse team of professionals provides support for students with cognitive needs, communication needs, sensory and physical needs, and emotional, social and mental health needs.

The lessons-first policy within the school, as well as a commitment to inclusive practice, means that the majority of the work of the Department takes place within students' normal timetabled day. Staff within the Department take their support to students' classrooms, limiting the need for withdrawal where possible. Students with SEND are involved in all areas of school life. A counselling service is also available on site for students with social or emotional barriers to learning.

A new member of the team would be expected to demonstrate a passion for education and the science subject and the ability to give high-quality support across the key stages and range of abilities. They would also need to work with a positive approach towards our targets and developmental priorities.

Future Academies is committed to safeguarding and promoting the welfare of children and young people and expects all members of staff and volunteers to share this commitment. An Enhanced Disclosure and Barring Service check is required for this post.