



A Day in the life of a Progression House Teaching Assistant/Support Worker

Our students at Progression House are aged between 16 and 19. Most access college placements two or three days a week, with the remaining time spent at Progression House.

Your day begins at 8.15am, and students start to arrive at 8.30am. Students have the opportunity to make themselves some breakfast, with support from supervising TAs, before lessons begin at 9.15am.

Lessons provided at Progression House could include Maths, English, Relationship and Political Studies, and Life skills. Support provided in these classes could be on a 1:1 basis or as part of a class.

Students have the opportunity to go into the town centre to get lunch or they can cook something on site with supervision from a TA.

College support could include driving students to college, as well as providing 1:1 support throughout lessons and driving them between educational sites. Many of our students have come to Progression House after attending our schools that provide specialist support for children on the autistic spectrum; a big part of our role is to support the students with the transition into mainstream college. This support could include taking notes for them or breaking tasks down into simpler steps.

Typical working hours (although these may vary slightly) would be;

Mondays	8.15am – 5pm
Tuesdays	8.15am – 4.45pm
Wednesday	8.15am – 4pm
Thursdays	8.15am – 4pm
Fridays	8.15am – 3.30pm

Some college courses have classes that may go on past our usual finishing time, so starting/finishing times may vary depending on student timetables.

After our students typically leave Progression House at 3.30pm you will have time to complete any pending administration duties. This could include writing up college log diaries, updating risk assessments, session planning or setting student targets.

Working as a Teaching Assistant/Support Worker at Progression House is very rewarding as you play a vital role in helping our young people achieve their full potential. You will also receive all the support and training you need to make your career with us successful and fulfilling.

Job Description

Job title	Teaching Assistant	Job family	Education
Reporting to	Head Teacher / Class Teacher	Job code	EDU/TBC
Location		Evaluation Date	TBA

Main Purpose

To undertake education support duties and assist the class teacher in the day to day needs of the pupils in their care, to enable the teacher to implement the curriculum and respond to the pupils' needs. To maintain complete confidentiality on all site matters.

Key Accountabilities

Quality

1. Provide pupils with the level and type of support specified by the teacher, whilst at the same time encouraging the pupils towards independence and accepting responsibility for their own behaviour.
2. Establish a good relationship with pupils by using language and other communication skills that the pupils can understand and relate to.
3. Promote positive pupil behaviour in line with school policies by the use of praise and encouragement.
4. To undertake playground supervision during the mid-morning and/or afternoon breaks and to deal with unruly behaviour and, where necessary, report difficulties to a member of the teaching staff.
5. Work under the direction of the teacher to prepare and maintain an effective learning environment, by preparing work materials and apparatus and clearing up afterwards.
6. To take part in training activities offered by the school and Priory to further knowledge.
7. To abide by and work towards all the policies within the school e.g. Health and Safety
8. To liaise regularly with the teacher and/or take part in planning meetings, inset days and any other meetings as required.

Innovation

9. To assist with language, literacy and numeracy development, and other activities under the direction of the teacher.

Value

10. To assist in the recording of lessons and assessment as required by the teacher.

Knowledge & Skills

An NVQ2 qualification (or equivalent) which is appropriate to the teaching and learning environment of learners and young adults.

Experience

Previous experience within a relevant educational environment.

Autonomy & Impact

The nature of the work involves a combination of directed activities within established procedures and situations requiring flexibility and organisational skills. Unusual, complex or difficult situations are addressed and reported to more senior staff – the role holder will be supervised within the teaching environment.

Intelligent Problem Solving

Usually working within existing processes and procedures where some adaptive or creative thinking is occasionally required.

Responsibility

Staff

No direct staff responsibilities but may occasionally support less experienced staff.

Budgets & equipment

No budgetary responsibility.

Informatics

Shared responsibility for the security and maintenance of moderately valuable equipment and supplies within the unit.

Communication & Interaction

Communication and personal interaction is a key feature of this role, which provides personal support and guidance to learners and young people both within an educational and care environment. This may include more extensive pastoral support. Coaching, observational and listening skills, are essential for contributing to the monitoring, support and assessment of academic, social and emotional development.

Working environment

The educational and social challenges experienced by young people and learners may, at times, give rise to unusual or anti-social behaviour, which can be very emotionally and physically demanding.

Special Features

The role holder will be expected to undergo certified training and refresher courses in a range of areas including Child Protection, Physical Intervention, Behavioural Management, first aid, fire prevention and Health & Safety at Work and other specialist training related to the location.

Upholding Company Values

Competency	Req'd Level	Descriptors
Quality - Of care, treatment, of facilities and of staff	2	<ul style="list-style-type: none"> ✓ Checks quality of own work ✓ Follows procedures ✓ Corrects errors and mistakes ✓ Complies with relevant regulatory and statutory requirements
		<ul style="list-style-type: none"> ✓ Double checks accuracy of own and work of others ✓ Carefully monitors and checks the accuracy and quality of others' work ✓ Values the input and expertise of colleagues ✓ Keeps clear, detailed records and files
Innovation - Being forward thinking and thought leaders	2	<ul style="list-style-type: none"> ✓ Adapts new services already introduced in other areas within the group ✓ Amends these services to suit the needs of the local service
		<ul style="list-style-type: none"> ✓ Proposes new services to regional management, taking into account the local needs of the area ✓ Assists and supports regional management with developing and implementing these new services
Value - Due to transparency and flexibility	2	<ul style="list-style-type: none"> ✓ Prices services in line with local needs ✓ Reacts to local feedback regarding pricing of services
		<ul style="list-style-type: none"> ✓ Regularly reviews services and price points adjusting where appropriate ✓ Adjusts prices in line with demand for services