



Samuel Cody School

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Samuel Cody School and Cody Oaks

Samuel Cody School is a school for students with Moderate Learning Difficulties and Autism in Farnborough. The school caters for children aged from 4 to 16 years old. It has an excellent reputation and has outstanding facilities. Staff and students work together to give the school a real, community feeling, which helps contribute to its success.

The school is currently divided up into three parts. The Primary department which has 70 students in 7 classes, a secondary department which has 152 students in 16 classes, and a specialist ASD secondary unit which is run jointly with Fernhill. The average class size is 10.

The new unit, Cody Oaks, is an addition to the school's facilities and will cater for ninety children from years 5 to 11 with SEMH and associated difficulties. The school has a growth plan which will run for three years. In the first year it is planned for 36 students to be on roll from years 5 to 9, building up to ninety students across all years from September 2024. The Cody Oaks building is a bespoke design based on the building currently housing Austen Academy in Basingstoke. It features state of the art facilities, including a recording studio, wood and food tech suites, music and art rooms, sports facilities and therapeutic and sensory rooms. It also features the Eden suite, which is a self-contained facility for children who have been school refusers. The average class size will be between 6 and 8.

The school will be open for children from 09.00 am until lessons end at 14.55. The majority of children will travel to and from school on transport arranged by Hampshire County Council or neighboring local authorities. The main school has extensive sports facilities and this includes a fully equipped exercise gym which is available for staff to use outside of school hours.

We provide a safe and secure environment for all students to learn in. We offer full access to the National curriculum. All children will have access to specialist provision and additional support according to their needs.

Samuel Cody School – Cody Oaks

JOB DESCRIPTION –

Job Title Mental Health Support Assistant

Responsible to Assistant Headteacher – Cody Oaks

Main Purpose of the Job

To take responsibility for supporting a class of students with a range of complex SEMH needs and to support teaching staff effectively and to work with parents and other agencies. To ensure that all individual student needs are met.

Main duties

- Work with individuals and groups of students, assist in ensuring students are kept on task and complete activities set by the teacher.
- Deal with behavioural and special needs issues in conjunction with the teacher.
- Deliver SEN interventions.
- Help implement lesson plans, aims and contents with the teacher.
- Provide feedback to students without reference to the teacher.
- Take small group of students for defined activities.
- Support and work with the teacher in testing/assessment.
- Provide individual student and group ELSA as required.
- Support with providing detailed written reports when annual reviews are being held.

Responsibilities

- To participate in regular meetings in the school, which relate to the organisation of the school, curriculum and school improvement.
- To use agreed strategies and follow the school behaviour policy to promote good behaviour.
- To follow all school policies and practices including the school health & safety policy to ensure the health and wellbeing of all.
- To engage in professional development opportunities.

Additional Professional Duties

- To be committed to safeguarding and promoting of children and young people, and to uphold the School's safeguarding policies and practice.
- To participate in performance management within an agreed School policy.
- To participate in, and contribute towards, In-house training during the year.
- To carry out the duties of a teaching Assistant as set out in the Teaching Assistants Standards.

This job description does not define in detail all the duties and responsibilities of the post.

Samuel Cody School – Cody Oaks
Person Specification – Teaching Assistant

	Essential	Desirable
Qualifications	GCSE or Level 2 equivalent in English and Maths	Additional qualification in SEND
Professional attributes	<ul style="list-style-type: none"> • Excellent /good communication and interpersonal skills • Enthusiastic, creative and willing to learn • Take responsibility for managing own professional development • Promote positive values, attitudes and behaviour • Experience in, managing and motivating students with challenging behaviours. • Form professional, supportive and appropriate relationships with parents, carers and other professionals • Contribute and participate in school improvement • Contribute to the development, implementation of school policies • Willingness to participate in the wider life of the school • Maintain an up-to-date knowledge and understanding of the professional duties of a Teaching Assistant and the statutory framework. 	<ul style="list-style-type: none"> • Evidence of continued professional development
Professional knowledge & understanding	<ul style="list-style-type: none"> • Experience of supporting primary or secondary students with SEMH and associated difficulties. • Excellent classroom practitioner and behaviour manager • Understand how students' learning, development and well-being are affected by their physical, emotional, & social development and other external influences • Use a range of support styles and be flexible to meet the individual needs of the 	<ul style="list-style-type: none"> • Knowledge of understanding students with SEMH, ASC, ODD and attachment and trauma • Knowledge of different strategies in working with children with SEMH, ASC, ODD and attachment and trauma • Understanding of how to manage behaviour in the classroom

	<p>learners</p> <ul style="list-style-type: none"> • Know how to use personalise learning to provide opportunities for all learners to achieve their potential. • Experience in using Team-teach and de-escalation strategies 	
Professional skills	<ul style="list-style-type: none"> • Use a range of behaviour strategies to help promote good behaviour and independence of learners. • Help to establish a safe and stimulating classroom environment • Work effectively within a team • Ability to use ICT to support learning and wider professional activities • Ability to ask for advice and support as necessary and to be flexible and open to ideas of others • Ability to work under pressure and remain calm • Ability to maintain a realistic work life balance to support own well being 	

Hazard Form

This form highlights hazards related to the role that could pose a risk to the post holder.

Role Title: Teaching Assistant

Manual Handling

This role requires hazardous manual handling operations. For example, moving and holding children and young people.

The types of manual handling operation involved in this role are children/young people. These manual handling operations are required on a regular basis.

Display Screen Equipment

This role will require the post holder to be a Display Screen Equipment User. This will involve use of a laptop/desktop computer.

Job Characteristics

This role involves working with children and young people aged 9 years to 16 years old. This role also involves working with children and young people with special educational needs.

This role involves managing challenging behaviour and verbal abuse and this is likely on a regular basis.