

Special Provision Partnership



Teaching Assistant

Grade 4

Job Description

Purpose of the Post

Working under the guidance of a senior staff, Teaching Assistants play an important role in supporting and leading the academic and personal development of children both in and out of the classroom. This role can involve supervising the whole class, groups or individuals, maintaining good order and implementing agreed programmes of work. Teaching Assistants at this level will use their detailed and specialist knowledge to assist the teacher and support other members of staff.

Key Areas

Support for Pupils

- Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs
- Attend to pupils' personal needs including social, health, physical, hygiene, first aid and welfare matters
- Supervise and support pupils ensuring their safety and access to learning
- Use specialist knowledge and experience to support pupils to learn in line with their individual learning plans or targets
- Provide feedback to pupils in relation to progress, achievement, behaviour and attendance
- Encourage pupils to interact and work cooperatively and employ strategies to recognise and reward achievement of self-reliance
- Develop 1:1 mentoring relationships with pupils and provide appropriate support at times of crisis

Support for the Teacher

- Work with the teacher to establish a purposeful orderly and productive learning environment
- Work with the teacher and other staff in lesson planning, evaluating and adjusting lesson plans and resources as appropriate
- Monitor, evaluate and evidence pupils' progress and provide accurate information and analysis when required
- Undertake the marking of work
- Promote and maintain health and safety through the pro-active management of pupil behaviour dealing promptly with incidents and issues in line with school policies
- Establish constructive relationships with parents and carers, exchanging information sensitively and effectively in a range of matters including progress, behaviour and attendance
- Liaise with other professionals and services as appropriate
- Administer and assess routine tests and invigilate when required
- Provide general administrative support and assist with the development of a range of plans and monitoring systems

Support for the Curriculum

- Support pupils to access the curriculum including, in particular, reading and ICT
- Implement agreed learning activities and programmes according to pupils' needs
- Determine the need for, prepare and maintain equipment and resources

- Monitor and arrange orderly and secure storage as supplied
- Operate and maintain everyday equipment in accordance with instructions, undertaking simple repairs and reporting damage

Support for the School

- Contribute to the overall ethos, work and aims of the school
- Establish constructive relationships and communicate with other professionals to support the progress of pupils
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Recognise own strengths and areas of expertise and use these to advise and support others
- Attend and participate in relevant meetings and training as required
- Assist with the supervision of pupils on visits, trips and out of school activities as required
- Supervise pupils at lunch and break times
- Be responsible for maintaining and updating records, information and data in line with school policies

Knowledge, experience and skills:	E/D
E = Essential D = Desirable	
<p>Experience</p> <ol style="list-style-type: none"> 1. Relevant experience in a school or similar setting. 2. Experience of working with children and young people with special educational needs and/or social, emotional and mental health difficulties. 3. Experience of effectively and positively managing a class and leading learning with groups of pupils, using appropriate strategies to enable them to settle to learn. 4. Experience of using restorative practices. <p>Knowledge</p> <ol style="list-style-type: none"> 5. Understanding of pupils' needs in order to support them effectively by personalised and differentiated learning and appropriate interventions. 6. Knowledge of issues and needs that affect behaviour and strategies to support. 7. Knowledge of child development, the range of ways that pupils learn and how to motivate them. 8. Full understanding of the range of multi-agency support required and available to pupils. 9. Full working knowledge of relevant safeguarding, equality and health and safety policies, codes of practice and legislation. <p>Skills</p> <ol style="list-style-type: none"> 10. Ability to relate well to children and adults and to build positive relationships. 11. Ability to work constructively as part of a team, understanding school roles and responsibilities and your own position within these. 12. Ability to develop personalised strategies to support reluctant learners to engage and achieve learning goals/objectives. 13. Ability to respond calmly and use initiative, responding effectively to unexpected or unplanned situations or reactions throughout the school day. 14. Ability to use a range of strategies to support positive behaviour and self-regulation. 15. Ability to use correct English in spoken and written communication. 16. Ability in the use of IT and other equipment to support learning. 17. Efficiency with the administration and maintenance of pupil records. <p>Qualifications:</p> <ol style="list-style-type: none"> 18. GCSE English/Maths at grade A to C or equivalent. 	<p>E E E D E E D D E E E E E E E E E E E E</p>

Responsible to: Principal (Associate)

Employee Supervision: None

19. Level 3 qualification.	E
20. Level 4 qualification.	D
21. Specific training in interventions/SEN/SEMH.	D
22. Commitment to all CPD offered.	E

Behaviours and expectations:

All staff members are expected to adhere to and promote professional standards including the Trust and Academy's code of conduct and values.

General:

The post holder will be expected to undertake any other duties, commensurate within the grade, at the discretion of the Senior Leadership Team and develop and promote high standards of professional conduct throughout the school and the wider Trust community.

You will be expected to carry out your duties in line with the Academy's policies, procedures and relevant legislation. You will be made aware of these in your appointment letter, statement of particulars, induction, ongoing performance management and development through school communications.

You will be required to work at any premises which the Trust currently has or subsequently acquires or at which it may, from time to time, provide services.

You will be expected to travel throughout the borough and wider area and will, therefore, have access to a vehicle with appropriate Business Insurance. There may be a requirement to transport pupils from time to time, subject to appropriate risk assessments being in place.

You will be expected to attend and participate in a wide variety of meetings as well as training and development activities to support Trust, Academy and your own professional development.

All staff, regardless of their position, are expected to undertake Team Teach training and work within "good practice" guidelines using a range of positive handling strategies, gradual and graded, involved in holding, guiding and escorting safety, from least intrusive to more restrictive holds.

As part of your wider duties and responsibilities you will be required to promote and actively support the school's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.

The post holder must be willing to undertake an enhanced Disclosure and Barring Service check. Please note that a conviction may not exclude candidates from appointment but will be considered as part of the recruitment process.