

Job Title:	Teaching Assistant			
Responsible to:	Head of Department/Class Teacher			
Grade:	Scale D			
Hours worked: <u>32.25hrs per week</u> term time plus one week CPD training Mon/Tues 8:45 – 3:45; Thurs/Fri 8:45 – 3:30; Wed 8:45 – 4:00	Role	Hrs per week	Start date	Likely to be working in
	Teaching Assistant	Full-time 32.25 hours per week Part-time posts will be considered 38 weeks per year + 1 week CPD	ASAP	Lower, Middle or Upper School

Main Purpose of the Role

Under the instruction/guidance of teaching or other senior staff and within the overall ethos of the school, undertake care and learning programmes and activities to support individuals or groups of pupils with special education needs, enable access to learning for pupils and assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or in other teaching areas.

Roles and Responsibilities

ACCOUNTABILITIES

To the Headteacher for all overall responsibilities.

- To the class teacher regarding all duties relating to the work in class.
- To the Head of the Lower, Middle, Upper Department regarding the day to day running of the department.
- To liaise with teachers, other support, health and education specialists, parents, visitors and volunteers and appreciate/support their roles.
- To be based in one class base initially, with a primary focus to supporting pupils in a class. (At a later stage there might be the opportunity to work in other classes of the school)
- To support the school's in house training and mentoring and when appropriate deliver training and/or support colleagues within school and as part of our outreach work.

SUPPORT FOR PUPILS:

- To attend to the personal and social needs of pupils and any other special requirements depending on the nature of a pupil's special needs and, wherever possible, making these part of the learning experience. This will include tending to the personal care and hygiene needs of pupils.
- Under agreed school procedures, to give first aid/medicine and accompany sick children home, or to a health centre or hospital as necessary, or assist with programmes of special care such as physiotherapy, hydrotherapy or speech therapy, under the direction of the appropriate specialist. This may include some medical care under strict guidance and training.
- Supervise and provide particular support for pupils, ensuring their safety and access to learning activities.
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care and Language programmes. Follow agreed procedures and contribute towards reviewing these.
- Actively promote inclusion and acceptance of pupils while encouraging constructive relationships within the classroom and with parents.

- Provide accurate and professional feedback to pupils and when appropriate to parents and other professionals involved with the pupil in relation to progress & achievement under teacher the guidance.

SUPPORT TO TEACHERS

- Assist with the planning and resourcing of learning activities.
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the displays of pupils' work.
- Use strategies, in liaison with the teacher, to support pupils to achieve their learning goals.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed and provide detailed and regular feedback to teachers on pupils' achievement, progress, problems, etc.
- Promote independence and good behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their behaviour.
- Organise and deliver routine learning activities and provide clerical/admin support, e.g. photocopying, typing, filing, money where appropriate.
- To assist the teacher to work effectively within a multi-agency and multi-disciplinary team of professionals and liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed.

SUPPORT FOR THE CURRICULUM

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses, including undertaking literacy/ speech and language and numeracy programmes, recording achievement and progress and feeding back to the teacher.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use, including supporting the use of ICT in learning activities and developing pupils' competence in its use.

SUPPORT TO THE SCHOOL

- To implement the school's philosophy and aims.
- Be aware of and comply with policies and procedures relating to the school and in particular our policies for Safeguarding children, e-safety, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Attend and participate in relevant meetings as required and participate in all training and other learning activities and performance development as required. Maintain a high level of training and further develop own knowledge and understanding in the field of special education.
- Actively take part in the school's Performance Management and to take full responsibility for their own professional development.
- To take on one **area of responsibility** to assist with the smooth running of the school. This is by negotiation and based on the skills and attributed of the postholder. (For part-time staff this is by negotiation and where appropriate)
- Assist with the supervision of pupils out of lesson times, including before and after school and accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher. To manage and direct the working duties of midday supervisory assistants (MSA) working within the class at lunchtime and in the departments play area.
- Support education visit and off site activities, including, by negotiation, short residential class or group trips.
- Undertake other similar activities that may fall within the grade and scope of the post as directed by the Headteacher.

Person Specification		
Area	Essential	Desirable
Education	Minimum of 5 GCSE (A*-C) or equivalent including Mathematics and English (B)	GCSE Level qualifications in a relevant subject, ICT – Computing,
Experience	Relevant qualification such as NNEB, NVQ Level 3 etc. or equivalent in teaching assistance or experience, NVQ 2 essential Or actively working towards one of these qualification and completion of DfES Teacher Assistant Induction Programme	Experience working with children who have complex needs First aid qualification or First Aid training/training in specific medical procedures Or experience of working with children with complex needs age 14-19
Literacy Skills IT Skills	• Good numeracy/literacy and ICT skills • Proficient in using day to day ICT equipment such as PC, tablet, smartphone technology and ability to affectively use of ICT to support learning • Absolute e-safety and discretion • Ability to assist with annotation of work; write specific notes and reports	Experience in the writing of pupil reports or meeting notes such as child in need meetings, Ability to access teaching software
Interpersonal Skills	• Good practitioner who enjoys being with children and works constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. • Skills and experience in making the learning experience fun and to relate well to children and adults • Positivity and enthusiasm for children and adults	Enthusiasm and energy Creativity and flexibility
Other Skills	• Basic understanding of child development and learning and general understanding of National Curriculum and other basic learning programmes • Ability to use own initiative and work independently and to self-evaluate learning needs and actively seek learning opportunities • Effective organisation skills necessary to assist in the day to day management of a teaching group.	Experience of working independently with small groups and individuals For secondary posts: Experience in accreditation for students with complex needs
Qualities	• Ability to work flexibly within a team and communicate with pupils, staff and parent/carers. • Demonstrate a professional attitude and utmost confidentiality • Ability to work effectively with a wide range of people across the school and from outside • Attendance at directed times.	Experience of appraisal/performance management Experience and training in using positive handling strategies (Norfolk STEPS)
Professional Development	• Evidence of professional development • Commitment to further develop skills in the field of Special Educational Needs (SEN)	Driving licence and driving experience

		Experience to drive a school minibus (or willingness to develop this skill)
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General Information

- The job descriptions details the main outcomes required and should only be updated to reflect **major changes** that impact on the outcomes of the job
- The working hours for a part-time Teaching Assistant are negotiated individually and their timetable may vary from one term to the next.
- This job description may be subject to amendment or modification at any time after consultation with post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.
- All work performed/duties undertaken must be carried out in accordance with relevant County Council, department and school's policies and procedures, within legislation, and with regard to the needs of our customers and the diverse community we serve.
- Job holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management.