

## Job Description

### General Information

<b>Job Title:</b>	<b>Teaching Assistant</b>	<b>JD Code:</b> JDE07
<b>Reports to:</b>	<b>Leader of SEN</b> (or equivalent)	<b>HR Ref:</b> 002
<b>Typical Contract Basis:</b>	<b>Full Time</b> (32.5 hours per week) <b>Whole Year</b> (52.143 weeks)	
<b>Salary:</b>	NJC SCP 3 to 5 plus SEN Allowance	

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### **Line Management:**

The post holder will be accountable to the Leader of SEN for all initiatives related to this post.

### **Job Purpose:**

- To raise standards in all students' attainment and progress, working primarily with students who need support and intervention to reach their expected grades.

### **Responsibilities:**

#### **Support for the student**

- Establish good working relationships with students, acting as a positive role model at all times
- Be aware of and respond appropriately to individual student needs ensuring effective interaction and intervention
- Provide specific support to students dependent upon their individual needs ensuring their safety whilst supporting access to learning activities
- Promote inclusion and acceptance of all students from different groups and with different disabilities
- Encourage students to interact with others and engage in activities led by the teacher
- Promote self-esteem and independence
- Provide feedback to students in relation to progress and achievement under the guidance and direction of the teacher
- To use a variety of approaches, tailored to meet each group, to develop a trusting relationship and construct a support network wherever possible.
- To act as a Key Worker to support the academic achievement and welfare of identified students by being a point of contact for the student and parent.
- Deal with personal care and comfort of pupils in relation to welfare, health, hygiene, toileting, dressing, feeding, mobility and administering of medicines as required.

## Support for the teacher

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson planning and preparation
- Know targeted students' present grades and their MEGs (Minimum Expected Grades) and under the direction of the teacher utilise strategies to support students in achieving learning goals
- Under the direction of the teacher, withdraw small groups of students for specific help.
- Support or lead Period 6 clinics or early morning intervention groups, if required
- Understand how to use P2S (*Progress 2 Success* student data system)
- Report student achievements, progress and issues as appropriate in agreed whole-school format
- Help to administer and supervise internal and external tests and examinations
- Promote good student behaviour, dealing promptly with conflict and incidents and encouraging students to take responsibility for their own behaviour in line with the established school Behaviour for Learning policy
- Establish constructive relationships with parents or carers on issues related to student progress in the subject.

## Support for the curriculum

Under the guidance of the teacher:

- Undertake structured and agreed learning activities or learning programmes, taking into consideration students' learning styles
- Undertake and lead literacy and/or numeracy intervention programmes, recording achievements and progress and providing appropriate reports and feedback for the teacher
- Support the use of ICT in learning activities and develop students' competence and independence in its use
- Use any equipment or resources required to meet the lesson plans or relevant learning activity
- To train in all aspects of access arrangements in order to support our students in internal and external examinations.
- To contribute to the SEN reviews by meeting with parents on a termly basis and updating SEN support plans and other SEN documents.

## Support for the school

- Be aware of, comply with school policies and procedures and report issues relating to child protection, health, safety and security, confidentiality and data protection as appropriate.
- Contribute, as appropriate, to the school ethos, aims and DSEF (Departmental Self Evaluation)
- Appreciate and support the role of other professionals
- Attend relevant meetings as required, including CPT (Collaborative Planning) and CPD sessions
- Participate in training and other professional development learning activities as required for the job
- Assist with the supervision of students out of directed lesson time, including before and after school if appropriate and within working hours
- Accompany teaching staff and students on visits, trips and out of school activities as required
- To be a member of the duty team at break and lunch times
- Any other duty deemed by the Lead Principal or Line Manager to be appropriate to this post

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



This post is subject to an enhanced DBS disclosure and satisfactory medical clearance.

*This job description may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Academy in relation to the post holder's professional responsibilities*

## PERSON SPECIFICATION – Teaching Assistant

CRITERIA	ESSENTIAL	DESIRABLE
<b>A. Education and training</b>	<ul style="list-style-type: none"> <li>GCSE qualification or equivalent in Maths/numeracy and English/literacy</li> <li>Evidence or Continuous Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>Willingness to undertake appropriate first aid training</li> </ul>
<b>B. Skills and abilities</b>	<ul style="list-style-type: none"> <li>To have the ability to prioritise and organise own workload</li> <li>Relate to and work with others as a member of a team</li> <li>To have the ability to assist with the development and implementation of Individual Education Plans.</li> </ul>	
<b>C. Experience &amp; Knowledge</b>	<ul style="list-style-type: none"> <li>Understanding of principles of child development, learning styles and independent learning</li> <li>Understanding of inclusion, especially within a school setting</li> <li>Working knowledge of relevant policies/codes of practice/legislation</li> <li>Understanding of statutory framework relating to teaching and learning</li> <li>To have experience and evidence of working with children with emotional and or behavioural issues</li> </ul>	<ul style="list-style-type: none"> <li>Proven track record of working with children and young people</li> <li>Experience of administrating and assessing routine tests as well as accurately recording achievement/progress and invigilate exams/tests.</li> </ul>
<b>D. Personal qualities</b>	Evidence of <ul style="list-style-type: none"> <li>the ability to relate to and motivate pupils</li> <li>the ability to listen to and understand others</li> <li>constant and consistent expectations of high standards</li> </ul>	
<b>E. Approach to work</b>	Evidence of <ul style="list-style-type: none"> <li>high motivation and professional commitment</li> <li>a flexible approach to working hours</li> <li>a commitment to pupil-centred education</li> <li>a commitment to involving parents as partners in the education process</li> <li>a commitment to and understanding of equality of opportunity</li> </ul>	



**Once in post, the post holder will:**

- continue to maintain and demonstrate high standards;
- demonstrate a commitment to develop themselves professionally;

**In addition, the post holder should have the ability to:**

- vocalise the school's vision and aspiration to be a world class school
- be flexible to adapt to change
- have excellent attendance
- be a role model and act as an ambassador for the school and Trust in and outside of the school by speaking positively about the school in the community; upholding a 'Commitment to Excellence' at all times; by dressing appropriately and smartly in suit or smart skirt/dress/trousers and jacket. Be a role model and

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