

# Teaching Assistant [SRP] – Job Description

<b>Post Title:</b>	<b>Teaching Assistant [SRP]</b>
<b>Salary:</b>	<b>The Kingston Academy Operations Pay Scale Grade C Scale Point 3-5 £24,789.02 - £25,497.48 gross per annum</b>
<b>Reporting to:</b>	<b>Specialist Resource Provision Lead</b>
<b>Hours:</b>	<b>40 hours per week, Term Time Only</b>

*This job description is a general outline of the typical duties and responsibilities to be carried out whilst accepting that these may change at the discretion of the Head Teacher. It is vital that, as the new Academy grows to full capacity, you have the ability and willingness to be flexible and versatile within this role. If you are recruited to a position which does not currently have a full teaching load you will be expected to fulfil other duties and/or roles.*

## Core Purpose

To complement the professional work of teachers by taking responsibility for learning activities, drawing upon best inclusive practice to meet the needs of pupils with SEN within the classroom, and contributing to whole school student outcomes, including:

- Planning, preparing and delivering personalised programmes of study in or out of class for pupils who require extra support;
- Using detailed knowledge and specialist skills to support all pupils' learning, particularly within the disciplines of Literacy/Numeracy/Social Skills;
- Using the full range of monitoring and assessment techniques to ensure learning and progress are maximised and supporting interventions where there is underachievement;
- Supporting the delivery of year group and house assemblies;
- Supporting pupils consistently whilst recognising and responding to their individual needs;
- Encouraging pupils to interact and work cooperatively with others;
- Promoting independence and employing strategies to recognise and reward achievements of self-reliance;
- Contributing to the highest possible academic outcomes for all pupils, fostering their enjoyment of learning, understanding of healthy lifestyles, contribution to the wider community and spiritual and moral development.

## Pupil Support

To act as a key worker and named contact for a group of individual pupils, under the guidance of including:

- Contributing to the annual process of reviews, monitoring and funding of individual pupils;
- Designing and implementing personalised programmes that enable individual pupils to participate fully in lessons and enrichment, and to make appropriate progress, in collaboration with Subject Leaders/Pastoral Management;
- Taking responsibility for the support of vulnerable students;

- Playing an effective part in the communication of individual pupil progress and in the development of their curricular courses, enrichment and extracurricular activities;
- Providing advice and guidance to enable pupils and families to make informed, appropriate choices at key transition points.

### **Specialist Interventions**

Under the direction of the SRP Lead or SENCo, and in conjunction with Subject Leaders, take responsibility for planning, delivering, implementing and tracking specialist interventions that will impact upon pupil progress in Literacy/Numeracy/Social Skills, including:

- Developing and implementing personalised learning plans;
- Using a range of creative styles and activities which sustain pupils' concentration, motivation and application; time will be used effectively, differentiation used to ensure match of ability to task and new technologies used to maximise learning;
- Monitoring and reporting on the impact of interventions and coaching strategies on pupils' academic and social progress;
- Recording information on interventions undertaken, in and out of class, and evidence the impact of these interventions;
- Providing objective and accurate feedback and reports on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence;
- Assisting in the setting of The Kingston Academy's targets and the implementation of its development plans, as required.

### **School Life**

To play an active role in the life of the School, including:

- Promoting the inclusion and acceptance of all pupils in the classroom and wider School community;
- Participating in meetings at the School which relate to its curriculum, administration and organisation (e.g. pastoral arrangements, information events and parents' evenings);
- Working within and contributing to established discipline policy to anticipate and manage behaviour constructively promoting self-control and independence;
- Assisting in the creation of learning environments where each pupil can demonstrate consistently thoughtful, ethical behaviour, showing consideration for others and offering support to them. Taking an active part in the School's rewards programme celebrating achievement and, where necessary, applying School sanctions.

### **General Duties**

In addition to the Job Description there will be the following general duties. They may be modified as the school grows and develops by the Director of Operations, after consultation with you, to reflect or anticipate changes in your role commensurate with the salary and job title.

- To create displays in classrooms are attractive and include pupil level/grade information and exemplars of levelled/graded work and that all pupils have copies of such information in their exercise books including the departmental marking policy.
- To monitor the setting of appropriate homework and assessments for all pupils in the subject.
- To plan and teach high quality lessons at all times.
- To teach across the whole age and ability range.
- To ensure the best available provision for pupils with Special Education Needs and Disability within the department through close liaison with the SENCO and Learning Support staff and to ensure that

the department is represented at SEN working party meetings. Ensure that all members of the department have copies of learning support plans and that the relevant learning support plans are implemented.

- To contribute to a departmental review, in liaison with the line manager, on a three yearly cycle identifying strengths and areas of concern for development in a report to be presented to Governors.
- To ensure that there is an ethos of sharing good practice and resources among the department's teachers and provide opportunities for this to take place.
- Promote and support the organisation and planning of subject related activities and events to enhance teaching and learning.
- Promote and support the organisation and planning of subject related activities and events in the enrichment programme and through the delivery of extra-curricular activities.
- To liaise with external staff (e.g. form CAHMS, Educational Psychologist, Behaviour Support, Exclusions) in order to support pupil well-being and progress.
- To undertake additional or other duties as may be appropriate to achieve the objectives of the post and as directed and deemed appropriate by the line manager.

#### Community Development:

- Develop effective links, collaboration and the sharing of best practice with local schools and the wider community.
- Promote/preserve outstanding community cohesion across the School and beyond.
- On occasion, attend out of school hours events, as directed by the Head Teacher.

#### **Safeguarding**

The welfare and safety of pupils are the responsibility of all staff in school. All staff must remain vigilant and any concern for a pupil's welfare must always be reported to the Designated Safeguarding Lead in accordance with the school's procedures as set out in the school's Safeguarding Policy. All staff are responsible for ensuring that they fully understand these procedures and must seek guidance from the Designated Safeguarding Lead if required.

#### ***Additional Requirements***

- To support and promote the School's vision and values.
- To implement school policies with a commitment to high standards, high expectations and high achievement.
- To be aware of all Safeguarding/Child Protection issues relevant to the department (e.g. planning for School Trips, monitoring of visitors to the School).
- To attend relevant external meetings.
- To carry out your responsibilities at all times with due regard to the organisation and arrangements for Health and Safety at Work (including the preparation of Risk Assessments).
- It is the post-holder's responsibility to carry out their duties in line with the School's Policy on Equality and Diversity and be sensitive and caring to the needs of others, promoting a positive approach to a harmonious working environment.
- The Kingston Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check with barred list information is required for all successful applicants in addition to checking the individual is not subject to a prohibition order. Applicants are required, before appointment to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975.
- Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar from employment – this will depend upon the nature of the offense(s) and when they were recorded.

# Teaching Assistant [SRP] – Person Specification

Those marked 'Essential' must be demonstrable at the point of interview.

Qualities and Attributes	Essential	Desirable
<b>Qualifications</b>		
5A*-B grades at GCSE including at least C grade in English and Mathematics	✓	
Honours degree or equivalent		✓
<b>Knowledge and Experience</b>		
Experience in working with pupils with Autism would be desirable or an interest in developing expertise in this area		✓
To demonstrate clear understanding and knowledge of best practice and the challenges relating to inclusion in mainstream education		✓
Experience of working with children who have special needs		✓
To have a track record of raising progress and attainment of all pupils		✓
To have experience of drawing up, tracking and monitoring personalised plans		✓
To have experience of planning, assessing, reviewing and evaluating interventions effectively and efficiently		✓
To have an understanding of the requirements of SEN and Disability Legislation		✓
To have experience of using data to compile reports		✓
To have experience of collaborative working with teaching and support staff and external agencies		✓
To have knowledge of a range of classroom behaviour management strategies		✓
To understand how to use specialist expertise in literacy, numeracy and social skills to support their teaching and wider professional activities		✓
<b>Personal</b>		
To have the ambition to develop each child to his or her maximum potential	✓	
To be able to establish and develop good relationships with all involved in the School, demonstrating positive personal impact and presence	✓	
To be able to work under own initiative whilst also drawing upon support as required	✓	
To have the ability to set high standards and provide a focus for improvement	✓	
To be flexible and approachable, resilient and calm under pressure, and to demonstrate good judgement	✓	
To be able to manage own workload effectively and respond swiftly to tight deadlines	✓	
To be competent in the use of ICT and data entry	✓	
To have the ability to deal sensitively with people and resolve conflicts by offering practical solutions	✓	
To display an awareness, understanding and commitment to the protection and safeguarding of children and young people	✓	