

<b>Post:</b>	Teaching Assistant
<b>Grade:</b>	Grade 2 SCP2-4
<b>Responsible to:</b>	SENDCO
<b>Working Time:</b>	32.5 hours per week, TTO

### Job Purpose

- Primarily, to work closely with class teachers, to provide support for children
- Contribute to curriculum planning and development

### Progressive Learning

Ensure that individuals and groups of pupils make good progress by:

- Delivering well-paced learning, to groups of any size, planned by senior colleagues to be appropriately challenging.
- Use growing subject knowledge to scaffold and deliver learning effectively.
- Identify and address misconceptions during sessions.
- Demonstrate good knowledge of the curriculum for all pupils that they work with

### Reflective Practice

- Through professional dialogue and coaching, reflect on their impact on learners and learning. Seek strategies to further improve their practice, for example through independent research, DPE and networking.
- Provide feedback to learners that links with the learning objective both verbally and in writing.
- Understand how information, gathered through assessment, can be used effectively to support learning. Start to use this to inform teaching strategies.
- Implement strategies for pupils to be independent and reflective; provide opportunities for pupils to develop the characteristics of effective learners

### Creative Approaches

- Learning resources are prepared and organised to maximise pupil engagement and learning.
- Support colleagues to provide learning environments that excite pupils to want to know and remember more, and apply their learning across the curriculum.
- Provide opportunities for children to be curious and creative, e.g. providing flexibility in the way they respond to and record learning.

### Communicative Practice

- a) Demonstrate effective communication in all situations, including speaking, listening, writing and non-verbal strategies.
- b) Adapt strategies as appropriate to ensure that pupils have their needs fully met.
- c) Use open ended questioning strategies to ensure that pupils think deeply and critically.
- d) New vocabulary is explained and modelled so that pupils understand and apply it independently.
- e) Ensure that learners' behaviour is consistently good using high expectations, positive relationships and consistent behaviour management strategies.
- f) Embed a positive outlook at all times; embody this through a can-do attitude and solution focussed approach.



### **Fulfil wider professional responsibilities**

- Develop effective professional relationships
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Work proactively and effectively in collaboration and partnership with professionals from other support services, other agencies and specialist voluntary and independent organisations
- Facilitate smooth transition between educational phases
- Run extra-curricular clubs
- Contribute to curriculum planning and development
- Make a positive contribution to the wider life and ethos of the school

### **Professional development**

- Regularly review your own performance and its impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your performance through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Attend staff meetings and INSET days
- Proactively participate with arrangements made in accordance with Appraisal Regulations

### **Other**

- To have professional regard for the ethos, policies and practices of the school and maintain high standards in your own attendance and punctuality
- Act within the statutory frameworks
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.
- Perform any reasonable duties as requested by the Headteacher

Signed to indicate agreement..... [Post-holder]

Date.....

Signed ..... [Manager]

Date .....

## Person Specification: SEND Teaching Assistant

	Essential	Desirable
<b>Experience</b>	<p><b>Evidence of:</b></p> <ul style="list-style-type: none"> <li>Level 2 NVQ (or equivalent) relevant to Primary/Early Years Education</li> <li>Recent, impactful experience raising pupil attainment through delivering individual and small group intervention</li> <li>Working closely with parents in home-school partnerships that support pupils' needs.</li> </ul>	
<b>Organisation</b>	<p><b>Evidence of ability to:</b></p> <ul style="list-style-type: none"> <li>assist teaching staff in the planning of work for both individuals and groups.</li> <li>manage time and prioritise workload effectively</li> <li>identify (potential) problems and address these</li> <li>balance the demands of many responsibilities effectively</li> <li>record and pass on information accurately</li> </ul>	
<b>Specialist Skills and Knowledge</b>	<p><b>Demonstrates:</b></p> <ul style="list-style-type: none"> <li>Knowledge and understanding of child development and children's and families' needs.</li> <li>inclusive practice</li> <li>excellent knowledge and understanding of how pupils learn, including potential learning differences how to overcome these</li> <li>understanding of the 'SEND Code of Practice'</li> <li>child-centred vision for education</li> <li>effective and positive approach to behaviour management</li> <li>ambition for children's outcomes and achievement</li> <li>ability to deliver effective learning opportunities, including remotely</li> <li>positive impact on pupil outcomes and wellbeing</li> <li>Experience in working with children with SEND across FS, KS1 and KS2</li> </ul>	<p><b>Evidence of:</b></p> <ul style="list-style-type: none"> <li>In depth knowledge of Makaton</li> <li>Experience of supporting children with physical needs</li> </ul>
<b>Disposition and attitudes</b>	<ul style="list-style-type: none"> <li>Dedication and drive to provide the best possible educational provision</li> <li>Show respect for, value and accept <b>all</b> children</li> <li>Altruistic approach to supporting children, families and colleagues</li> <li>Advocate of the school's Christian ethos</li> <li>High levels of integrity, resilience and emotional stability</li> <li>Shows initiative and flexibility when faced with challenging situations</li> <li>Calm, patient approach</li> <li>Demonstrates reliability and loyalty</li> </ul>	
<b>Specific Requirements</b>	<ul style="list-style-type: none"> <li>Excellent communication skills, including oral, written and use of IT</li> <li>Commitment to safeguarding and promoting the welfare of children</li> <li>Uphold a high level of professional standards at all times</li> <li>Maintain confidentiality in all school matters</li> </ul>	