



## Teaching Assistant

### Job description and person specification

Salary: NJC L3  
Reporting to: SENDCo  
Conditions: 32.5 hours a week / Term-time + 5 days  
Location: Putteridge High School, Luton

Putting students first in order to remove barriers to learning is the key responsibility of all staff at Putteridge High School. We will ensure that every young person: achieves aspirational goals; can make decisions which lead to a safe and healthy lifestyle; enjoys their time at PHS and can make positive contributions through active involvement in their learning and in the school and wider community.

#### Purpose of the role:

Under the overall direction of the SENDCo and/or class teacher, provide support to address the personal, social and educational needs of students with a range of special educational needs

#### Principal Responsibilities:

1. Under the direction of the class teacher and/or SENDCo, support the teaching and learning of individual or groups of students, using support strategies appropriate to their learning needs. Providing feedback and liaising over student progress and learning. Contribute to the intellectual and social development of students, working with the class teachers to support the achievement of literacy and numeracy targets and in other specific curriculum areas. Prepare, and when appropriate, deploy appropriately, learning aids, materials and equipment.
2. Contribute significantly to the planning of teaching and learning work programmes and activities to achieve the aims of lessons for students under your supervision. On occasions this may mean supervising small groups in particular curriculum activities for agreed periods.
3. Contribute to the delivery of the Literacy and Numeracy programme for students performing below expectations; take responsibility for instructing students in the agreed programme.
4. Contribute to the monitoring, recording and assessment of student progress through observation and questioning, against student targets and Individual Educational Plans, keeping detailed records of each individual's progress. Assist teachers in the evaluation and revision of lessons and work programmes for individuals and groups of students.
5. Take on the roles of Key Worker to students with SEN and Form Tutor or support form tutor to a vertical form group. Under the direction of the Head of House and SENDCo develop and maintain supportive relationships with parents, carers and others of the student's community.

6. Contribute to the care, health and welfare of students in accordance with the school's health and safety and related policies; this may involve supporting students with physical and health needs with personal matters. Contribute to the development of a purposeful working atmosphere and implement and monitor the school's behaviour and any related policies and procedures.
7. Work collaboratively with other agencies and professionals, as necessary, including feeder primary schools during transition from Y6, educational psychologists, health professionals, education welfare officers, to meet the personal and educational needs of individual students. This will involve contributing through written reports and/or in person to annual reviews and other case review meetings.
8. As required, contribute to specific aspects of teaching, learning and personal development, for example school visits, field work projects and extra-curricular activities. Invigilate tests and examinations as directed.
9. To undertake other non-strategic duties or responsibilities reasonably required by the SENDCo / Headteacher

### Notes:

- The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
- The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Head Teacher.
- This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out.
- All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Development Plan. This will mean focussing on the needs of colleagues, parents and students and being flexible in a busy pressurised environment.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people.
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

**The Chiltern Learning Trust is committed to its schools working in wider partnership which will promote wellbeing outcomes for young people.**

**All personnel may be required to work across schools within the Trust by agreement with the Head Teacher.**

### Safeguarding Children

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the school. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

***'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service'.***

## Teaching Assistant: Person specification

**Physical Effort:** The job is likely to involve some lifting of children and equipment and pushing wheelchairs on a regular basis. Training will be provided.

**Working Environment:** There could be a requirement to deal with vomit and bodily fluids when children are unwell.

### Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

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Essential (E):- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the essential and desirable criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
<b>Experience</b>	Experience of working in an educational setting. Experience of working with people with a range of special needs.	1,2	Experience of working in a large 11-16, multi-cultural school Recent (last 2 years) experience of taking responsibility for the delivery of lessons to groups of students Experience of key worker responsibilities relating to significant SEN issues Experience of delivering an aspect of the curriculum to Level 2 (GCSE or BTEC) Demonstrable experience of planning, monitoring and assessment of students' work.	1,2
<b>Skills/ Abilities</b>	Able to plan and organise workloads to meet conflicting work demands and deadlines. Able to contribute constructively to and work effectively as a member of a team. Able to use own initiative in working with parents/carers and the child's community within an agreed framework of policies and procedures. Able to keep accurate records and use these to inform judgements. Able to communicate effectively orally and in writing Ability to be flexible and adaptable High level of interpersonal skills and the ability to form good relationships with students, colleagues and parents	2	Able to support learning in numeracy at relevant Key Stage. Able to support learning in literacy at relevant Key Stage. Information technology skills in word processing, the use of databases and spreadsheets to support record keeping and children's learning. Able to present effectively to a range of audiences	2

	<p>Able to be well organised and efficient including completing agreed tasks within set timescales</p> <p>Possesses a confident and proactive approach to problem solving – self-motivated and self-disciplined</p> <p>Willingness to contribute to the support of children in all areas of personal development and hygiene including toileting programmes.</p>	2		
<b>Equality Issues</b>	<p>Able to recognise and act upon common forms of discrimination.</p> <p>Able to understand the issues for students' education in an urban, multi-cultural context.</p>	2		
<b>Specialist Knowledge</b>	<p>Knowledge and practical understanding of the Every Child Matters agenda</p> <p>Knowledge of child protection procedures and an understanding of the need for compliance with these procedures</p> <p>Knowledge of behaviour management strategies</p> <p>Knowledge of strategies for working with students with a variety of special needs</p> <p>Some knowledge of how students learn.</p>	1, 2	<p>Demonstrable knowledge of curriculum requirements and able to contribute, as an instructor/unqualified teacher to a relevant area of the curriculum</p> <p>Some knowledge of policies and procedures in areas such as child protection, behaviour management.</p> <p>Sound knowledge of national policies and developments in SEN education</p>	1, 2
<b>Education and Training</b>	<p>Level 2 qualifications in English and Maths</p> <p>Able to commit to relevant job training.</p> <p>Willingness to undertake First Aid training and to apply this in the school.</p>	1, 2, 4	<p>NVQ in childcare Level 3, NNEB or equivalent qualification.</p> <p>Evidence of CPD relating to Autism, Visual Impairment, physical disabilities</p>	4
<b>Other Requirements</b>	<p>A willing contributor to wider school effectiveness including, whole school, extra-curricular activities.</p> <p>Likes young people and enjoys being with them</p> <p>Hard-working - has high expectations of self and students</p> <p>Reliable, punctual and responsible</p> <p>Puts a high value on treating others with respect and courtesy</p> <p>Committed to inclusion</p> <p>Resilient and able to work under pressure</p> <p>High standard of professionalism in manner and dress/appearance.</p> <p>Genuine passion for helping students to develop</p> <p>Demonstrates a sense of perspective; is realistic, positive and upbeat</p> <p>Is able to show enthusiasm, ambition and vision for the role</p>	1,2	<p>Willingness to take part in CPD relating to pastoral matters</p>	

	Commitment to raising achievement, attainment and aspirations of students Personal and professional commitment to the philosophies of the school			
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**(1 = Application Form   2 = Interview   3 = Test   4 = Proof of Qualification   5 = Practical Exercise)**

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Putteridge High School's policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984 & 1998).