

Teaching Assistant

Salary Grade: UKAT Band B
Hours: 32.5 hours per week / 38 weeks per year
Responsible to: SENCO
Responsible for: n/a

Purpose and Vision

The purpose of the Teaching Assistant is to provide effective support that enables students to access learning, develop independence and make progress.

Working under the direction of teachers and the SENCO, the postholder will support students in the classroom and through agreed interventions, helping to remove barriers to learning and ensuring that students are encouraged to participate, achieve and thrive.

The role contributes to the Trust's purpose by helping to create an inclusive learning environment in which students can develop their knowledge, skills, confidence and independence.

Effective support → greater access to learning → increased engagement and independence → improved student progress and outcomes.

Supporting teaching and learning

- Support teachers in the delivery of effective learning activities, following agreed lesson plans, instructions and strategies.
- Work with individual students, small groups or classes to support access to learning and participation.
- Provide support in accordance with guidance from teachers, the SENCO and other relevant professionals.
- Reinforce learning and provide appropriate encouragement and guidance under the direction of the teacher.
- Adapt the way support is provided in accordance with agreed strategies and individual student needs.
- Support students to develop confidence and independence rather than creating unnecessary dependency.
- Support students with literacy, numeracy and other core skills where required.
- Contribute to a positive and inclusive learning environment in which students are able to participate and make progress.

Supporting students with additional needs

- Implement agreed support strategies and interventions under the direction of teaching staff and the SENCO.
- Support the implementation of provision identified through relevant student support plans, including EHCP provision where applicable.
- Provide appropriate support to students with SEND and other barriers to learning in accordance with agreed approaches.
- Contribute observations and information about students to assist teachers and the SENCO in understanding their needs and reviewing the effectiveness of support.
- Support students to develop self-confidence, independence and positive attitudes towards learning.

Supporting behaviour and wellbeing

- Promote positive behaviour and high expectations in accordance with Trust and academy policies.
- Reinforce agreed classroom routines, expectations and strategies consistently.

- Support students who experience barriers to learning, including social, emotional or mental health needs, in accordance with agreed approaches.
- Respond appropriately to challenging behaviour and seek support from teachers, the SENCO or relevant pastoral colleagues when required.
- Contribute to an environment where students feel respected, included, safe and able to learn.

Assessment, interventions and examinations

- Support assessment activities as directed by teaching staff.
- Provide feedback to teachers and the SENCO on students' engagement, understanding, progress and any barriers to learning observed.
- Support the delivery of agreed literacy, numeracy or other interventions where appropriately trained and directed to do so.
- Record relevant information about interventions and student engagement as required.
- Where appropriately trained and authorised, provide examination access arrangements such as reader, scribe or amanuensis support.

Working with colleagues

- Develop positive and professional relationships with teachers, the SENCO, support staff, students and other colleagues.
- Work collaboratively with teachers and the SENCO to ensure that support is coordinated and focused on student needs.
- Communicate relevant observations, concerns and information promptly to the appropriate colleague.
- Maintain confidentiality and handle student information in accordance with Trust policies and procedures.
- Participate in relevant meetings, training and professional development as required.

Professional development

- Undertake relevant training and development to strengthen the knowledge and skills required for the role.
- Keep knowledge of relevant Trust policies, student support strategies and safeguarding requirements up to date.
- Reflect on feedback and use it to improve practice.
- Work towards relevant qualifications or training where agreed with the SENCO and appropriate line manager.

General

- Work flexibly within agreed contractual arrangements to meet the needs of students and the academy.
- Contribute positively to the wider life of the academy where appropriate.
- Undertake other reasonable duties consistent with the nature and level of the role, as directed by the SENCO or appropriate line manager.

Safeguarding Responsibilities

- All staff have a responsibility for safeguarding and promoting the welfare of children and young people. The postholder is expected to understand and fulfil their safeguarding responsibilities in accordance with Keeping Children Safe in Education (KCSIE), Trust safeguarding policies and procedures, and relevant training and guidance.

Role-specific safeguarding responsibilities

- As a Teaching Assistant, the postholder works closely with students and may become aware of information relating to their welfare, behaviour or circumstances.
- The postholder must:
- Maintain appropriate professional boundaries with students;
- Remain alert to changes in student behaviour, presentation or circumstances that may indicate a concern;
- Respond appropriately if a student raises a concern and follow Trust safeguarding procedures;
- Report safeguarding concerns promptly to the appropriate member of staff, normally the Designated Safeguarding Lead (DSL) or their deputy;
- Maintain confidentiality and share information appropriately in accordance with safeguarding procedures; and
- Follow agreed safeguarding, behaviour, attendance and student support procedures.

What Good Looks Like

- Effective performance in this role will be demonstrated through:
- Students receiving consistent and appropriate support to access learning;
- Support enabling students to develop confidence and independence rather than becoming dependent on adult assistance;
- Positive relationships being established with students while maintaining appropriate professional boundaries;
- Teachers and the SENCO receiving useful and timely information about students' engagement, understanding, progress and needs;
- Agreed interventions and support strategies being delivered consistently and appropriately;
- High expectations for student learning, behaviour and conduct being maintained;
- Students being treated with dignity, respect and fairness;
- Concerns about learning, behaviour, wellbeing or safeguarding being identified and communicated promptly;
- Effective collaboration with teachers, the SENCO and other colleagues;
- The postholder working within agreed guidance while using appropriate initiative to respond to students' needs; and
- The postholder contributing to an inclusive environment in which students can learn, achieve and thrive.

Teaching Assistant – Person specification

Assessment method – Application (A), Interview (I), Practical assessment (P)

Attribute	Essential	Desirable	Assessment
Qualifications	- Good standard of general education, including GCSE Grade 4/C or above in English and Mathematics, or equivalent. - Relevant Level 2/3 Teaching Assistant qualification, or willingness to work towards one within an agreed timeframe.	- HLTA status or equivalent experience. Level 3 qualification or higher. - Relevant SEND, examination access arrangement or intervention training.	A
Experience	- Experience of working with children or young people in an educational or similar setting. - Experience of supporting learning and promoting positive behaviour.	- Experience working as a Teaching Assistant or HLTA in a secondary school. - Experience supporting students with SEND, including students with EHCPs. - Experience supporting literacy/numeracy interventions, assessments or examinations.	A & I
Skills	- Ability to communicate effectively with students and adults. - Ability to build positive professional relationships. - Ability to work collaboratively with teachers, the SENCO and colleagues. - Ability to support students to develop independence. - Ability to use appropriate initiative within agreed guidance and respond appropriately to students' needs. - Competent use of ICT and relevant school systems..	Experience of supporting specific intervention programmes or using data to inform support.	A & I & P
Knowledge	- Understanding of how effective classroom support can help students access learning, develop independence and make progress. - Understanding of the importance of safeguarding and promoting the welfare of children and young people. - Understanding of positive behaviour and inclusive practice.	- Knowledge of the secondary curriculum. - Knowledge of SEND, SEMH and specific literacy/numeracy intervention approaches. - Knowledge of examination access arrangements..	A & I