

SUPPORT STAFF: JOB DESCRIPTION & PERSON SPECIFICATION

Position Title	Teaching Assistant
Reporting to	SENDCo
Hours	30 hours per week for 39 weeks per year
Grade/Point	C5

This job description is not a comprehensive definition of the post. Discussions will take place on a regular basis to clarify individual responsibilities within the general framework and character of the post as identified below.

Job Purpose:

- To work under the instruction guidance of teaching/senior staff to undertake work/care/support programmes that to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. The focus of this work is a pupil with significant and complex Communication and Interaction needs who requires 1:1 support.
- Work may be carried out in the classroom or may regularly take place outside the main teaching area, depending on the changing needs of the pupil. If the pupil is absent from school, generalist TA tasks will be assigned.
- This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.
- The post holder will finally be responsible to the SENDCo but will be responsible in the first instance to the HLTA.

Main Duties and Responsibilities:

To work under instruction/guidance to enable access to learning by:

- Attending to the welfare and personal care of pupils including those with special educational needs.
- Delivering pre-determined learning/care/support programmes.
- Implementing literacy/numeracy programmes.
- Assisting with the planning cycle, particularly for the pupil who is worked with 1:1
- Undertaking general clerical/administrative support for the teacher/department.

General Duties Support the teacher by:

- Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans.
- Assisting with the display of pupils' work.
- Using strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Assisting with the planning of learning activities on a regular basis.
- Monitoring pupils' responses to learning activities and accurately recording achievement/progress as directed.
- Providing detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Promoting good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour.
- Establishing constructive relationships with parents/carers and where appropriate participating in feedback sessions with parents alongside the teacher.

- Administering routine tests, invigilating exams and undertaking routine marking of pupils' work.

Supporting pupils by:

- Supervising and providing particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.
- Assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care Programmes.
- Establishing constructive relationships with pupils and interacting with them according to individual needs.
- Promoting the inclusion and acceptance of all pupils.
- Encouraging pupils to interact with others and to engage in activities led by the teacher.
- Setting challenging and demanding expectations and promoting self-esteem and independence.
- Providing feedback to pupils in relation to progress and achievement under the guidance of the teacher.
- Developing a trusting relationship with students, leading to positive learning experiences for them.

Support the curriculum by:

- Undertaking structured and agreed learning activities/teaching programmes and adjusting activities according to pupil responses.
- Undertaking programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3/4, recording achievement and progress and feeding back to the teacher.
- Supporting the use of ICT in learning activities and developing pupils' competence and independence in its use.
- Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity and assisting pupils in their use.
- Support with the adaptation of the curriculum to ensure that it is accessible to pupils.

Support the school by:

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person.
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop.
- Contributing to the overall ethos/work/aims of the school.
- Appreciating and supporting the role of other professionals.
- Attending relevant meetings as required.
- Participating in training and other learning activities and performance development as required.
- Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtimes as required.
- Accompanying teaching staff and pupils on visits, trips and out of school activities as required and taking responsibility for a group under the supervision.

Data Protection / General Data Protection Regulations Compliance

The Privacy Notice sets our general principles in relation to Data Protection and the General Data Protection Regulations. You should also abide all Trust policies relating to the use of data including but not limited to:

- Acceptable Use Policy
- Records Retention Policy
- Personal Data Breach Procedure
- Employee Code of Conduct
- E-safety Policy

- Social Media Policy
- Use of Personal Devices Policy

Our Privacy Notice for Employees explains how we use your personal data.

You should note that a duty of confidentiality applies to all personal data seen prior to the first day of employment.

Person Specification:

CRITERIA	ESSENTIAL	DESIRABLE
Professional Qualifications and Learning	<ul style="list-style-type: none"> 5 GCSEs at grade C/4 and above, or equivalent; Including English & Maths NVQ 2 for Teaching Assistants or equivalent qualifications/experience 	<ul style="list-style-type: none"> First aid qualification Level 2 Child Protection training (or willingness to undertake training) Level 2 Understanding Autism training (or willingness to undertake training)
Experience	<ul style="list-style-type: none"> Working with or caring for children of relevant age with SEND. Ability to effectively use ICT to support learning 	<ul style="list-style-type: none"> Completion of relevant Teaching Assistant courses Experience of working with pupils who have significant and complex Communication and Interaction needs Experience of working in school setting Working with Microsoft Office applications.
Skills	<ul style="list-style-type: none"> Ability to communicate effectively, verbally and in writing Excellent grammatical, spelling and punctuation skills. Ability to manage time effectively Ability to work on own initiative and to meet deadlines Ability to work effectively as part of a team and work collaboratively Strong organisational and planning skills 	<ul style="list-style-type: none"> Ability to solve problems and find creative solutions
Personal Qualities	<ul style="list-style-type: none"> Calm under pressure with a flexible and adaptive and highly professional approach to their work Reliable and trustworthy Embodies the Trust's vision and values "Can do" attitude Friendly persona Awareness to and commitment to equality 	<ul style="list-style-type: none"> Committed to personal and professional development.

	<ul style="list-style-type: none"> • Displays understanding & commitment to the protection and safeguarding of children and young people 	
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Dartmoor Multi Academy Trust is an equal opportunity employer.

All schools in The Dartmoor Multi Academy Trust are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

You will have undertaken an Enhanced Disclosure via the Disclosure Barring Service (DBS).

Signed.....

Dated.....