



Challney High School for Girls

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<https://www.challneygirls.luton.sch.uk>

Headteacher: Mrs S George

Developing influential women of the future.

JOB PROFILE

TITLE: Teaching Assistant

SCHOOL: Challney High School for Girls

RESPONSIBLE TO: Assistant Headteacher/SENCO

GRADE: NJC L3, Point Range 6-8

PRO RATA BASIS: 19.5 hours per week, 39 weeks a year

PURPOSE OF POST:

- To support the learning of all pupils, especially those with special educational needs (SEN).
- To help overcome students barriers to learning in order to achieve their full potential.

ORGANISATION CHART:

Assistant Headteacher/SENCO/Manager
|
Teaching Assistant

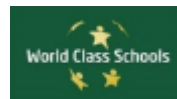
PRINCIPAL RESPONSIBILITIES:

Support for the students

1	Provide care and support inside and outside the classroom for one or more individual students during the academy day: • form a close, caring and purposeful relationship with target student/s. • where appropriate, offer support to other students in the same class as the target student/s • monitor students' responses to learning and accurately record achievement and progress as directed
2	Withdraw identified students from some classes and work with them on either a one-to-one basis or in a small groups to support their learning and to develop literacy, numeracy and social skills.
3	Assist students' language development with appropriate support for reading, writing, speaking, asking and listening.
4	Work with students in small groups to develop language skills and literacy levels outside the classroom environment
5	Support individual students through assessments, tests and examinations, in line with the KCA procedures and as agreed with examining bodies.



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6	Facilitate small group work in the classroom, and in particular create time for the subject teachers to work with students who have SEND.
7	Assist with the students' personal, behavioural and social development through appropriate guidance and advice within the context of the teacher's overriding responsibility for behaviour management in the classroom. Take a constructive role in preventing/minimising the effects of emotional and behavioural incidents.
8	Accompany students with specific difficulties on trips or visits

Support for the teacher

1	Work with the teacher to establish an appropriate learning environment for SEND students.
2	In collaboration with class teachers, support lesson planning, the assessment and reporting of the development of SEND students.
3	Provide general clerical / admin support e.g. administer coursework, produce worksheets for agreed activities for SEND students. Embrace Challenge Expect Excellence
4	Assist staff in the acquisition and preparation of resources which will facilitate wider inclusion for all students.
5	Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.

Support for the curriculum

1	Work with subject teachers to plan a differentiated curriculum: - support students' learning in consultation with teachers during lessons - prepare materials to assist the teaching of students' with the support and guidance of the Head of SEND and teachers to ensure differentiated material is available for all students - assist with the planning of learning activities and administer routine tests;
2	Support KCA in evaluating their inclusive practice for SEND students.

Support for the academy

1	With support of the school, keep safeguarding training current and Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
2	Be aware of and support difference, and ensure all SEND students have equal access to opportunities to learn and develop
3	Establish constructive relationships and communicate sensitively and effectively with other professionals, teachers, parents/carers and Head of SEND to support the achievement and progress of students

Administration

1	Assist in the writing and updating of EHCP's.
2	Support the implementation of EHCP's and Pastoral Support Plans.
3	Monitor and report on the implementation of all EHCP's and assist with record keeping.

4	Support the administration work of the Inclusion faculty by liaising with outside agencies, in particular the examining bodies and educational psychologists.
5	With the SENDCo, liaise with the LA to ensure that arrangements for annual reviews and transitional reviews of SEND students take place, and to assist in the maintenance of the necessary and relevant documentation.
6	Support the assessment procedures for all students entering the academy, to identify those students who need extra help to overcome barriers to learning. These procedures include: initial reading assessments for all students and the organisation and delivery of the CATs. Determine the need for, prepare and maintain general and specialist equipment and resources.

Resources

1	Help students access specialist learning resources as required.
2	Keep up-to-date knowledge of the range of external agencies and opportunities that can be used to provide extra support for students
3	Participate in training and other learning activities and performance development as required

The Trust are committed to working in wider partnership which will promote wellbeing outcomes for young people.

All personnel may be required to work across the Trust by agreement with the Chief Executive.

DIMENSIONS:

Supervisory Management: Coaching Others

Financial Resources: N/A

Physical Resources: Classroom materials, equipment and resources

WORKING ENVIRONMENT:

Classroom based and also in a shared administrative office with access to IT and a telephone.

CONTEXT:

All support staff are part of a whole Trust/school team. They are required to support the values and ethos of the Trust and Trust priorities as defined in the Trust/school Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment. It is the individual's responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for or comes into contact with.

DBS

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006 (as amended).

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for



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which they are applying. However, in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the Authority.

The Trust 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.

'CVs will not be accepted for any posts based in Trusts'.

PERSON SPECIFICATION: Teaching Assistant

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

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 clear examples of how you meet the essential and desirable criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
Experience	Previous experience of working with children.	1,2	Experience of working effectively with the parents / carers of children / young people.	1,2
	A knowledge of special educational needs. Demonstrable knowledge of curriculum requirements. Some knowledge of policies and procedures in areas such as child protection, behaviour management.	1,2,5	Experience of working in a school environment	1,2
Skills / Abilities	The ability to use word processing packages and standard IT applications. Able to use own initiative within defined procedures and policies Able to work within and meet deadlines and targets, which may be challenging at times. Able to work as part of an effective team. Able to communicate tactfully and politely with parents, pupils, colleagues, governors and the school community. Good attention to detail and accuracy. Ability to record and pass on information accurately. Ability to support learning in numeracy and literacy at relevant Key Stage.	1,2,3,5	Understanding of team objectives and working co-operatively to achieve aims. Working to instructions and to well-established routines with regular daily and weekly deadlines. Understand the importance of parental involvement.	1,2

Disposition and Attitudes	Ability to build relationships and to lead and work as part of a team. Have a friendly, helpful caring and flexible approach. Be open-minded and have patience. Ability to maintain confidentiality in all school matters. Ability to demonstrate appropriate motivation to work with young people.	1,2	High levels of self-confidence. Ability to relate well to other professionals.	1,2
Equality Issues	A commitment to equal opportunities and an awareness of the way in which discrimination affects the achievement and inclusion of pupils from minority ethnic communities.	1,2		
Education and Training	GCSE Grade C and above in English and Maths. Qualification relevant to the job, or good evidence and training gained in the work place. Able to commit to relevant job training.	1,2	Willingness to undertake a First Aid course and apply this in school Relevant qualification with regard to working with children e.g. NVQ	1,4

(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 Equality Act (2010) 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 the Trusts policies are reflected in all aspects of his/her work, in particular those relating to:

- Equal Opportunities
- Health and Safety
- Data Protection Act (2018)

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.

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