



Teaching Assistant Job Description

DEPARTMENT:	Strathmore School
CONTRACT:	Full Time - Term Time Only
GRADE:	Scale NJC12
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HOURS OF DUTY:	32.50 per week
REPORTS TO:	Class Teacher/ School Leadership Team
LIAISON WITH:	Executive Headteacher, School Leadership Team, Class Teacher, Higher Level Teaching Assistant, other school staff, therapists, professionals outside the school, parents and carers, learners.

Strathmore school vision:

We are dedicated to preparing every learner to become an active contributor to their community by:

- championing independence,
- engaging families and
- promoting communication.

We feel that the best approach to supporting our learners to reach their potential is by all members of the teaching team facilitating learning through a structure of plan, do, review and supported by Quality First Teaching. Teaching Assistants' professional knowledge and expertise are an integral part of this model and as such, we highly value their contributions to the planning and assessment processes, as overseen by the Class Teacher and HLTA.

Purpose and Objectives of Work

To provide support for learners, the Class Teacher, HLTA and the school in order to raise standards of achievement for our learners, all of whom have severe or profound and multiple learning disabilities and many of whom have a co-diagnosis of Autism Spectrum Condition.

To encourage learners to become independent, to provide support for their welfare and to support the inclusion of learners in all aspects of school life by utilising a good standard of practical knowledge and skills.

To liaise with all class staff when the Class Teacher is absent.

To work in all areas of the Trust.

The Auriga Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. The successful applicant will be required to undertake an Enhanced DBS Check with a check of the DBS Barred List

Duties and Responsibilities

1. Work as part of the staff team at the direction of the School Leadership Team / Class Teacher / HLTA to support teaching provision and pupils' learning.
2. In conjunction with the Class Teacher and HLTA, respond to learners' diverse needs, both as individuals or in groups, providing challenging learning opportunities appropriate to their level of child development.
3. Be fluent in using the Strathmore Development Framework in order to contribute to planning and the implementation of best practice to meet the needs of individual learners.
4. In conjunction with the Class Teacher and HLTA, help to plan, organise and resource learning activities that promote communication and independence.
 - help to develop and prepare resources,
 - implement strategies for teaching and learning for individuals and groups, taking into account their specific needs and starting points,
 - build in opportunities for generalising skills and knowledge beyond the classroom.
5. Support the teaching through use of appropriate specialist strategies and inclusive ICT; assist learners to access the full curriculum through being fluent in learner EHCP and curriculum outcomes.
6. Help to monitor the progress of identified learner's performance, using ICT effectively to support learning and to contribute to assessment. Keep video and written records, consistent with school systems, and provide the Class Teacher / HLTA with feedback on learner progress.
7. In collaboration with the Class Teacher / HLTA and other school professionals, contribute to setting short-, medium- and long-term outcomes and to periodic formal and informal review meetings (including contributing to written reports).
8. Provide support for learners' emotional and social development by encouraging and modelling positive behaviour and dealing with disruption supporting the development of self-regulation; helping learners in crisis and following the Trust and School Behaviour Policy as outlined in the Trust's Behaviour Policy.
9. Gather and report information from and to parents as directed, in line with Home/School Communication Policy.
10. Accompany and support learners during inclusive learning activities within mainstream partner schools, including working with the learners of those schools under Class Teachers' direction. Work with mainstream learners during inclusive learning activities taking place within Strathmore.
11. Attend outings with learners, in accordance with school policies and safety guidelines, providing assistance with learner's care and welfare and with the learning activities undertaken and contribute to the planning of community visits in line with the Educational Visits Policy.
12. Following school procedures, attend to learners' personal needs and implement related personal programmes, including social, health, physical, behavioural, hygiene, medical and welfare matters. This will include assisting with the administration of

medication in accordance with individual's Healthcare Plan. Respect the confidentiality of learner information and respond sensitively to learners' needs.

13. Be aware of key school plans, policies and procedures, especially the Health and Safety and Safeguarding policies, reporting concerns to the appropriate person and maintaining confidentiality at all times.
14. Take an active role in the Performance Management and Appraisal cycle in order to identify and agree development needs and appropriate training. Improve own practice through research, self-study, training, observation and discussion.
15. Take part in hydrotherapy and swimming sessions alongside learners in the water, under the supervision of a swimming tutor. Support learners to develop independent dressing and self-help and independence skills.
16. Understand the specific physical needs of the learners and know how to respond appropriately, seeking advice where unsure.
17. Supervise learners in the playground and at break times and organise appropriate activities to support the Playleaders and encourage social relationships to flourish with peers both at School and with mainstream peers.

Other

18. Work in all areas of the Trust and liaise with all staff in class when the Class Teacher is absent.
19. Within contracted hours, undertake Induction training and other training as may be required for the better performance of your duties.
20. Within contracted hours, attend staff meetings as required.
21. Undertake all duties and interactions with employees, partner providers fairly, without unlawful discrimination and with due regard to the Trust's Equalities policy.
22. All staff are expected to work as a whole school team towards the School Development Plan objectives within a spirit of mutual professional respect and abiding by the Trust Code of Conduct and to foster a positive school climate in which all are supported to thrive and learn.
23. These are the key tasks as currently defined. They are **not** listed in priority order and postholders should not place emphasis on the location of the task within the forgoing job description. From time to time the key tasks may be varied and the postholder will be expected to take on such variations within the constraints of the grade and the level of responsibility implied in it.

Person Specification

The appointment panel will be looking for evidence that the candidate has demonstrated their ability to fulfil the criteria.

Please use the key below to identify which sources we will be looking at for the evidence that the criteria have been met: **A** Application, **I** Interview, **R** References

	Criteria	Source	Essential (E) Desirable (D)
Education and Qualifications			
1.	Level 2 Numeracy and Literacy skills GCSE Grade A*- C 4/9 or equivalent (please provide evidence)	A	E
2.	CACHE Level 2/3 Diploma in Early Years Education and Care	A/R	D
Experience			
3.	Experience of working with or caring for school aged children	A/I/R	E
4.	Experience of working with children/young people with SEND	A/I/R	D
5.	Experience of working within a school	A/I/R	D
Skills/Abilities/Knowledge			
6.	Ability to relate well to children and young adults	A/I/R	E
7.	Ability to work constructively as part of a team, resolving conflict and understanding your role and responsibilities	A/I/R	E
8.	Ability to contribute to planning and assessment to support the teaching and learning	A/I/R	E
9.	Ability to work independently and use own initiative appropriately	A/I/R	E
10.	Ability to work successfully with learners who have Special Educational Needs, including those who have behaviour support needs	A/I/R	E
11.	Ability to use basic ICT effectively (e.g. computer, Ipad, widget, digital equipment, PowerPoint, downloading and uploading, photocopier etc.) to support learning	A/I/R	E
12.	Ability to self-evaluate learning needs and actively seek and take advantage of learning opportunities (e.g. attending training, sometimes out of normal working hours)	A/I/R	E
13.	Commitment to contributing to the whole school priorities and development plan	A/I/R	E
14.	Commitment to active participation in the performance management process e.g. seeking opportunities to develop practice, research and promote new strategies, act on feedback given by line managers	A/I/R	E
Personal Qualities			
15.	Willingness to actively participate in the wider life of the school	A/I/R	E
Additional Contractual Obligations			
16.	Commitment to promoting the safeguarding and wellbeing and inclusion of all learners	A/I/R	E