



Job Description:	Teaching Assistant
Salary/Grade:	Scale 2, points 3-4
Hours per week:	25
Weeks per Year:	38 (term time only)
Reporting to:	Teaching Assistant Team Leader/SENCO Assistant

Purpose of the job

The Teaching Assistant will be a member of a multi-disciplinary team, under the supervision of the Teaching Assistant Team Leader and leadership of the SENCO Assistant. The post holder will support students with a wide range of Special Educational Needs in a mainstream school.

Responsible for

SUPPORT FOR STUDENTS:

- Supervise and provide particular support for students, ensuring their safety and access to learning activities.
- Establish good relationships with students, acting as a role model and being aware of and responding appropriately to individual needs.
- Promote the inclusion and acceptance of all students.
- Encourage students to interact with others and engage in activities led by the teacher.
- Encourage students to act independently as appropriate and help promote self-esteem.
- Provide feedback to students in relation to progress and achievement.
- Assist with the development and implementation of individual Education/Behaviour/Support/Mentoring plans

SUPPORT FOR THE TEACHER/DEPARTMENT:

- Be aware of student's problems/progress/achievements and report to the Learning Support Manager and SEN Team Leaders.
- Undertake student record keeping as required.
- Use strategies, as agreed by the Learning Support Department, to support students to achieve their long term outcomes.
- Support teachers in managing student behaviour in the classroom and be confident in applying the school behaviour policy.
- Gather/report information to/from parents/carers as directed.
- Administer routine tests and invigilate exams as required.
- Provide clerical/administrative support eg. photo-copying, typing, filing, etc.

SUPPORT FOR THE CURRICULUM:

- Support students to understand and access learning and differentiate work as appropriate.
- Support students in undertaking literacy and numeracy tasks as directed by a teacher or during small group/individual sessions.
- Supporting students in using basic ICT as directed.
- Prepare and maintain equipment/resources as directed by the teacher and assist students in their use.

SUPPORT FOR THE SCHOOL:

- Be aware of and comply with policies and procedures relating to safeguarding students, health and safety, security and data protection, reporting all concerns to an appropriate person.
- Be aware of confidential issues linked to home/student/teacher/school/work and to keep confidences as appropriate.
- Be aware of and support diversity and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Prepare report for Annual Review and attend relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of students out of lesson times, including before and after school when required.
- Accompany teaching staff and students on visits, trips and out of school activities as required

Person Specification – Teaching Assistant

Experience/Qualifications:

- Recent relevant experience in supporting pupils with a range of SEND in a mainstream setting or specialist setting, with particular focus on working with children of relevant age
- Experience of working with pupils with additional needs, particular those with ASD, ADHD, Dyslexia and/or Speech and Language Difficulties
- Minimum standard of GCSE (or equivalent) pass grade C or above in Maths/English and Science.
- Ideally a recognised qualification and/or experience of working with students who have a broad spectrum of learning difficulties particularly ASD.
- Evidence of Continuing Professional Development in SEND
- Experience of working with external agencies and other professionals

Knowledge/Skills:

- Strong interpersonal skills and ability to build and form good relationships with students, colleagues and parents / carers;
- Awareness of relevant policies/codes of practice and relevant legislation;
- Knowledge of national curriculum and of a range of resources, interventions and approaches used to support students with ASD and SCD e.g. social stories;
- Demonstrate a sound knowledge and understanding of ASD/ADHD/Dyslexia or SPALD and its implications for pupils in mainstream education;
- Understanding of principles of child development and learning processes and in particular, barriers to learning;
- Understanding of establishing productive working relationships with students, acting as a role model and setting high expectations at all times of self and others;
- Promote the inclusion and acceptance of all pupils within the classroom by being aware of, supporting and celebrating the differences within the student cohorts to ensure all pupils have equal access to opportunities to learn and develop life skills;
- Promote independence and deploy strategies to recognise and reward the achievement of self-reliance amongst the identified student cohort;
- Provide objective and accurate feedback and reports, as required, on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence whilst developing and implementing appropriate student targets;
- Support the role of parents in student learning and contribute to meetings with parents to provide constructive feedback on pupil progress and achievement etc;

- Work within the school's Discipline Policy to anticipate and manage behaviour constructively, promoting self-control and independence amongst students;
- Undertake training, other learning activities and attend relevant meetings required to ensure own continuing professional development including delivering out of school learning activities as agreed within guidelines established by the school;

Personal Qualities

The ability to plan, organise, assess, monitor and evaluate in order to support student progress;

- Initiative and ability to prioritise workload to meet targets;
- To be able to step back and take a balanced view with a resilient approach;
- Able to follow direction and work in collaboration with line manager and colleagues;
- A flexible attitude and approach when supporting students with an understanding of how students learn and barriers to learning;
- A positive mindset with the ability to inspire with a forward thinking problem-solving approach at all times;
- Be committed to professional development;
- Knowledge & understanding of Child Protection and Safeguarding procedures;
- Recognition of the importance of personal responsibility for Health & Safety;
- An understanding of and commitment to whole-school issues in a co-educational multi-ethnic school and the willingness to be involved in all aspects of the work of the department and to contribute to the wider life of the school;
- Excellent verbal and written communication skills appropriate to the need to communicate effectively with colleagues, students, parents / carers and other professionals;
- Good and effective ICT skills to support assistive technology in the classroom;
- Ability to absorb and understand a wide range of information;
- Ability to deal with confidential data / issues appropriately;