



**Cromwell High School**

*Learning Today, For a better tomorrow*



# **Cromwell High School**

## **Teaching Assistant Level 4**

### **Job Description & Person Specification**



<b>Job Description:</b>	Teaching Assistant Level 4
<b>Responsible to:</b>	The Headteacher
<b>Line Manager:</b>	Head of Department
<b>Salary:</b>	Grade 5 Spinal Column Point: 18 - 23 £31,537 - £34,434 FTE + 8% SEN
<b>Conditions of Employment:</b>	The appointment is subject to enhanced DBS/Police and medical clearance, as well as references; The appointment is term time only
<b>Purpose of Post:</b>	<p>To: provide targeted support to pupils particularly in the area of preparing for learning, supporting positive behaviour and enabling good learning outcomes for pupils with a range of severe and complex learning difficulties</p> <p>By: planning and leading learning, working collaboratively under the guidance of teaching/senior staff and within an agreed system of supervision, delivering individual, small group and whole class learning and covering short term teacher absence if required together with responsibility for a specialist area/aspect within the school</p>



## **Main Areas of Responsibility:**

### **Support for Pupils**

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- Use specialist (curricular/learning/technical) skills/training/experience to support pupils with severe and complex learning difficulties
- Assist with the development and implementation of personalised learning programmes including those to develop communication skills, physiotherapy, occupational therapy and behaviour
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement
- Take a lead, as directed by line manager, in establishing positive relationships with support services and multi-disciplinary professionals in seeking to maximise the effectiveness of their input, within the policies of the school, into the provision for designated pupils (eg those in one class)
- Work with others to meet the feeding and other personal care requirements of pupils including contributing to the writing of such programmes
- Follow procedures, training and consistently implement Positive Behaviour plans to meet needs of pupils and maintain their dignity & safety at such times, following the school's recording and reporting systems
- As necessary to assist in providing the highest standards in personal care (including toileting, washing, bathing, showering etc) following the school's Hygiene and Safer People Handling procedures and the pupil's care plan at all times.
- As necessary to follow procedures and feeding plans to meet the feeding requirements of pupils and maintain their cleanliness & safety at such times.

### **Support for Class Team**

- Promote and model effective teamwork, working collaboratively, communicating effectively to ensure the highest standards of professionalism and duty of care are maintained and effective working relationships support the smooth running of the classroom.
- Work with the class team to establish a purposeful, orderly and supportive learning environment
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed



### **Main Areas of Responsibility:**

- Conduct routine assessments under the guidance of the class teacher/HLTA.
- Provide general clerical/admin. support e.g. administer coursework, produce resources for agreed activities, etc.

#### **Support for Learning**

- Plan and deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- Be involved in the development of the curriculum and work within a team staff to improve and implement it
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests, learning difficulties and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment.
- Work with the class team to establish an appropriate learning environment
- Support the development, implementation and monitoring of individual educational strategies, plans and programmes including those to support pupils with communication needs including ASC
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined and incidental learning objectives
- Provide objective and accurate feedback and reports as required, to the teacher on pupil needs, achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- Support pupils to engage in learning effectively using a range of different strategies and approaches
- To lead small group learning activities pre-planned by the teacher
- Prepare and maintain equipment/resources as directed and assist pupils in their use
- Support pupils in the use of ICT and develop pupils' competence and independence in its use

#### **Support for the School**

- Be aware of 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
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Establish constructive relationships and communicate with parents and other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Manage the supervision of pupils out of curriculum time and deliver out of school learning



### **Main Areas of Responsibility:**

activities within guidelines established by the school

- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class
- Contribute to the overall positive, professional, ethos/work/aims of the school
- Attending and participating in relevant meetings as appropriate
- Being an ambassador for the school/Trust
- Undertaking any other additional duties commensurate with the grade of the post

### **Additional Areas of Responsibility: (as appropriate)**

- Lead and manage other teaching assistants
- Liaise between multi-disciplinary professionals, managers/teaching staff and teaching assistants
- Hold regular team meetings with staff team
- Represent teaching assistants at teaching staff/management/other appropriate meetings.
- Undertake induction/appraisal/training/mentoring for other teaching assistants



Person Specification			
	Selection criteria (Essential)	Selection criteria (Desirable)	How Assessed
<b>Education &amp; Qualifications</b>	NVQ 3 or other relevant TA qualification (certificated) Possess HLTA status <b>or</b> relevant experience Excellent numeracy/literacy skills (certificated equivalent NVQ Level 2)	Team-teach training  First Aid  Moving and Handling  Safeguarding  Training in relevant learning strategies/areas of need e.g. Communication	AF / I  AF / I  AF / I  AF / I
<b>Experience</b>	Experience of successfully working with pupils/adults with different abilities, including special educational needs in a learning environment		AF / I
<b>Skills &amp; Abilities</b>	Ability to relate well to children and adults  Ability to work positively with parents and other agencies  Work constructively as part of a positive, professional team, understanding classroom roles and responsibilities and your own position within these: knowing when to seek help and advice  Ability to organise, lead and motivate others within a team  Ability to maintain the highest standards of professional conduct/confidentiality at all times  Constantly improve own practice/knowledge through self-evaluation and learning from others		AF / I  AF / I  AF / I  AF / I  AF / I



Person Specification			
	Selection criteria (Essential)	Selection criteria (Desirable)	How Assessed
	<p>The physical ability to continue to support secondary aged male and/or female pupils through periods of challenging behaviour</p> <p>Ability to maintain the highest standards of professional conduct/confidentiality at all times</p> <p>Willingness to undertake further relevant training to improve and expand own skills and abilities</p>		<p>AF / I</p> <p>AF / I</p> <p>AF / I</p>
<b>Knowledge</b>	<p>Full working knowledge of the policies/codes of practice/legislation relevant to the role, including the promotion of pupils' welfare</p> <p>A good understanding of child development, their learning styles and cognitive processes</p> <p>Good understanding of how different conditions impact upon learning</p> <p>Understanding of statutory frameworks relating to teaching</p> <p>Knowledge of the range of appropriate resources available to support learning programmes and engage pupils' enthusiasm in a variety of educational and social topics</p> <p>Understanding of equal opportunities and inclusion, and how they apply in a school setting</p> <p>Understanding of how safeguarding and confidentiality are important when working with children and young people</p>	<p>Knowledge of a Community language, e.g. British Sign Language, Urdu or Polish</p>	<p>AF / I</p> <p>AF / I</p> <p>AF / I</p> <p>AF / I</p> <p>AF / I</p> <p>AF / I</p>



Person Specification			
	Selection criteria (Essential)	Selection criteria (Desirable)	How Assessed
<b>Work Circumstances</b>	To work flexibly as the workload and needs of the pupil's demand		I
	Commitment to providing the necessary respect, care and maintaining the dignity of secondary aged pupils with Severe and/or Autistic Spectrum Condition (ASC) or Profound learning difficulties at all times		I
	Commitment to the development of the school as an active member of the community- both educational and wider community & willingness to develop community-based programmes		I
	Good record of reliability, attendance and punctuality		I
	Commitment to raising standards in the school and to the continuing professional development of oneself and colleagues		I
	Flexible approach to work to meet the needs of the school		I
	Projects professional image for the school		I

*Abbreviations:* AF = Application Form; I = Interview.

**NB - Any candidate with a disability who meets the essential criteria will be guaranteed an interview**