

Job Description

POST TITLE: Teaching Assistant (Level 2)

HOURS OF WORK: 8.15am - 3.30pm

RESPONSIBLE TO: SENDCo

PURPOSE OF THE JOB: Working under the direction of the SENDCo to enable access to learning for students, assist in co-ordinating access arrangements for students and assist the classroom teacher in the management of students and the classroom.

MAIN RESPONSIBILITIES:

Supporting the Student

- 1) In conjunction with the classroom teacher, adapt lessons to meet the needs of individual students and small groups.
- 2) Take responsibility for delivering learning activities with individuals or small groups who would benefit from a different learning approach as agreed.
- 3) Establish and maintain supportive relationships with individual students, small groups and parent/carers to ensure they understand and can achieve the tasks.
- 4) Provide learning support as required for students with special needs, or where English is not their first language.
- 5) Provide support to students with significant development needs, e.g. cognitive ability, SEMH, learning skills, etc. as directed.
- 6) Assist the SENDCo in co-ordinating access arrangements for students.
- 7) Encourage and promote the inclusion in the classroom, ensuring all students feel involved with tasks and activities.
- 8) Provide feedback to students in relation to progress and achievement under the guidance of the classroom teacher.
- 9) Contribute to termly review meetings with students with SEND, their parents and the SENDCo.
- 10) Take an active role in monitoring the impact and support, on an individual student and small group level, using the 'Graduated Approach' model (assess, plan, do review).
- 11) Liaise with the SENDCo on the development, monitoring and review of SMART targets for individual pupils with SEND.

Supporting the Teacher

- 1) Assist in maintaining class records and contribute to reports on student progress and development, as directed.
- 2) Contribute to the planning and evaluation of work programmes for individual students and groups.
- 3) Organise the learning environment and develop classroom resources as required.
- 4) Monitor and track progress and provide feedback to assist in developing IEPs for children with additional needs.
- 5) Provide detailed and regular feedback to teachers on student's achievement, progress, problems, etc.
- 6) Contribute to the management of student behaviour, including anticipating and taking action to prevent potential problems arising.
- 7) Undertake support activities for the teacher as required, e.g. photocopying, preparation of materials, mounting displays.

Supporting the Curriculum

- 1) Undertake programmes linked to local and national learning strategies - e.g. literacy, numeracy - recording achievement and progress and feeding back to the teacher.
- 2) Support the use of ICT in learning activities and develop students' competence and independence in its use.
- 3) Provide targeted support to enhance learning and improve attainment.

Supporting the School

- 1) Be aware of, and comply with, policies and procedures, e.g. child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- 2) Accompany staff and students on visits, trips and out-of-school activities as required.
- 3) Develop and maintain effective relationships with other staff, parents and carers.
- 4) Participate in and support the professional development of other teaching assistants, as required.
- 5) Attend relevant meetings as required.
- 6) Assist in facilitating school events, e.g. school plays, etc
- 7) Supervise the class in the short term absence of the teacher.

GENERAL NOTES:

- The aforementioned responsibilities are subject to the general duties and responsibilities contained in the School Teachers' Pay and Conditions Document, Burgundy Book and other conditions of service for teachers and are additional to the general duties and responsibilities of a Teacher.
- These accountabilities do not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
- These accountabilities are not necessarily a comprehensive definition of the post. It will be reviewed at least once per year, and it may be subject to modification or amendment at any time after consultation with the holder of the post.

Hampton Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undergo an Enhanced Disclosure and Barring Service Check from the Disclosure and Barring Service (DBS).

Person Specification

THE POST: Teaching Assistant (Level 2)

Criteria	Essential	Desirable
Educational Qualifications	<ul style="list-style-type: none"> ➤ Good educational background with GCSE (or equivalent) at Grade C and above in Maths and English 	<ul style="list-style-type: none"> ➤ Educated to degree level
Experience	<ul style="list-style-type: none"> ➤ Two years minimum satisfactory experience as a Teaching Assistant, with evidence of CPD undertaken ➤ Experience of working across the curriculum ➤ Experience of delivering activities to small groups 	<ul style="list-style-type: none"> ➤ Experience of working as a Teaching Assistant in a secondary school ➤ Experience of working with students who have a wide variety of educational needs ➤ Interest / experience in EAL
Skills/Abilities	<p>Ability to:</p> <ul style="list-style-type: none"> ➤ Gain the respect of staff and students ➤ work with an individual or a group. ➤ reinforce teaching points during teacher input. ➤ clear up misunderstandings and sort out misconceptions. ➤ teach new concepts as agreed with the class teacher. ➤ model acceptable behaviour. ➤ provide strategies for spelling, reading, number skills. ➤ extend children's thinking skills. ➤ assess children's understanding of text and reading skills. ➤ assess children's understanding of maths concepts. ➤ discuss with children their understanding of learning objectives. ➤ suggest ways of developing learning. ➤ encourage good social skills. ➤ update assessments and Individual Education Programmes. ➤ liaise with the SENCO and outside agencies. ➤ take an active involvement in medium-term planning. ➤ observe and assess children's learning and development. ➤ supervise a class for short periods of time. 	<ul style="list-style-type: none"> ➤ Ability to work under pressure ➤ Willingness to learn new skills ➤ Ability to provide support to less experienced TAs ➤ Ability to speak another language ➤ TEFL Qualification or similar

Knowledge and Understanding	<ul style="list-style-type: none"> ➤ Knowledge and understanding of: - <ul style="list-style-type: none"> ▪ how children develop. ▪ how to support children in literacy and numeracy. ▪ supporting children with Special Educational Needs. ▪ IEPs 	
Other Requirements	<ul style="list-style-type: none"> ➤ Interest in/understanding of EAL ➤ Reliability ➤ Positive outlook ➤ Enthusiastic ➤ A calm approach ➤ Good listening skills ➤ Sensitivity and empathy ➤ Ability to learn quickly ➤ Demonstrates initiative in the classroom ➤ Strong interpersonal skills ➤ Excellent communication skills, oral and written ➤ Good ICT skills ➤ Ability to adapt to change and a variety of situations ➤ Good organisational skills ➤ Willingness to undertake training, as required ➤ Willingness to take a full and active role in college life 	
Safeguarding Competencies	<ul style="list-style-type: none"> ➤ Commitment to promoting and safeguarding the welfare of all staff and students ➤ Demonstrates empathy for the concerns of others ➤ Shows respect for other’s feelings, views and circumstances ➤ Seeks and uses professional support appropriately ➤ Can demonstrate flexibility of approach ➤ Shows a personal commitment towards safeguarding children 	