

## **JOB DESCRIPTION**

### [Chingford Academies Trust](#)

|                         |                                                                         |
|-------------------------|-------------------------------------------------------------------------|
| <b>Title of Post:</b>   | Teaching Assistant                                                      |
| <b>Grade/Pay Range:</b> | Scale 3 (spinal points 5-6), £19,428 - £19,705 actual salary            |
| <b>Hours:</b>           | 27.5 hours per week, 45.05 weeks a year (term time only + 5 Inset days) |
| <b>Department:</b>      | SEN                                                                     |
| <b>Responsible to:</b>  | SENDCo/SEND Leadership/Inclusion Practitioners                          |
| <b>Responsible for:</b> | None                                                                    |
| <b>Tenure:</b>          | Fixed Term Contract                                                     |

The Teaching Assistant will be a member of a multi-disciplinary team, under the leadership and supervision of the SEND Department.

The Teaching Assistant will work with individuals and groups in the classroom, developing their own resources and supporting individuals outside the classroom under the direction of the teacher or inclusion practitioner.

#### **FACILITIES AND RESOURCES**

The school provides outstanding facilities for teaching and support staff, including designated classrooms and an area for administration work to be completed.

#### **LINE OF RESPONSIBILITY**

The postholder is directly responsible to the SENDCo/SEND Leadership

#### **JOB PURPOSE**

- Supporting access to learning for pupils and assisting the teacher or inclusion practitioner in the management of pupils and the classroom

#### **MAIN DUTIES / RESPONSIBILITIES**

##### **Support for Pupils**

- To supervise and provide particular support for pupils, for those with special needs and EAL, ensuring their safety and access to learning activities
- To assist with the development and implementation of Individual Education Health and Care Plans and Behaviour Programmes
- To establish constructive relationships with pupils and interact with them according to individual needs
- To promote the inclusion and acceptance of all pupils across the school
- To encourage pupils to interact with others and engage in activities (led by the teacher or inclusion practitioner)

- To set challenging and demanding expectations and promote self-esteem and independence
- To provide feedback to pupils in relation to progress and achievement (under guidance of the teacher or inclusion practitioner)

### **Support for Teacher and Inclusion Practitioners**

- To create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans
- To use strategies, in liaison with the teacher or inclusion practitioner, to support pupils to achieve learning goals
- To assist with the planning of learning activities
- To monitor pupils' responses to learning activities and accurately record achievement/progress as directed by the teacher, inclusion practitioner/SENDCo
- To provide detailed and regular feedback to teacher or inclusion practitioners on pupil's achievement, progress, problems etc. including strategies on how to support pupils requiring English
- To promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- To establish constructive and supportive relationships with parents/carers, visiting specialist professionals and pupils
- To contribute to school assessment procedures
- To provide administrative support to the SEND team as and when required
- To support the updating of pupil files including pupil passports in the school's designated database.

### **Support the Curriculum**

- To undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- To undertake literacy, numeracy and SLCN programmes, recording achievement and progress and feeding back to the coordinator
- To support the use of ICT in learning activities and develop pupils' competence and independence in its use
- To prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

### **Support for the School**

- To be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop

- To contribute to the overall ethos/work/aims of the school
- To appreciate and support the role of other professionals
- To attend and participate in relevant meetings as required
- To assist with the supervision of pupils out of lesson times, during registration, at morning break and lunchtime
- To accompany teaching staff and pupils on visits, trips and out of school activities as required, to take responsibility for a group under the supervision of the teacher or inclusion practitioner or to accompany individuals and small groups of pupils on local trips independently

## **GENERAL**

- These above mentioned duties are neither exclusive nor exhaustive and the post-holder may be required to carry out other duties as required by the Trust
- Always to perform duties in all elements of the role in a professional manner and with integrity, mindful of confidentiality as appropriate
- To be committed to, and comply with, all Trust policies
- To comply with all provisions of the Health and Safety at Work Act 1974, any other relevant legislation and with all school Policy and Practice relating to Health and Safety at Work
- To participate in Line Management in line with school policy
- To participate in continuing professional development opportunities as directed or identified through appraisal and ensuring ability to fulfil role effectively
- To manage both internal and external relationships, striving for excellence in stakeholder satisfaction
- To work effectively and successfully in your team within school

## **OTHER REQUIREMENTS**

- To have an up-to-date Enhanced DBS Disclosure.

## **SAFEGUARDING**

Safeguarding students of the Trust is a priority. All appointments to posts in the Trust are made through stringent adherence to the requirements of 'Keeping Children Safe in Education' (most recent edition). The schools in the Trust maintain a cohort of staff trained in Safer Recruitment and the trained colleague(s) most appropriate to this post will participate in the selection process.

All staff will be trained annually in Child Protection requirements. Cognisant of Part 1 of 'Keeping Children Safe in Education', (most recent edition), staff are required to refer all Child Protection concerns to the Child Protection trained staff team in their school (recognising that they can refer directly themselves to LBWF in extraordinary

circumstances). Those trained in Child Protection are identified throughout Trust and school documentation and on the school websites.

Within their work, employees are required to identify, attempt to prevent or at least minimise the risk of interpersonal abuse or violence; safeguarding children, other vulnerable people and themselves. This includes the timely sharing of Information with appropriate colleagues to enable action to be Initiated and protection to be afforded to both students and/or colleagues as needed.

All employees are required to be aware of and update colleagues, as appropriate, to comply with current legislation and statutory guidance which will affect their practice in role and must adhere to all policies and protocols of Chingford Academies Trust and their school within the Trust.

Name of Postholder .....

Signature ..... Date .....

**PERSON SPECIFICATION  
TEACHING ASSISTANT**



| <b>JOB REQUIREMENTS</b>                                                                                                   | <b>Essential</b> | <b>Desirable</b> |
|---------------------------------------------------------------------------------------------------------------------------|------------------|------------------|
| <b>QUALIFICATIONS</b>                                                                                                     |                  |                  |
| TA Level 3 qualification                                                                                                  |                  | X                |
| GCSE grade C or equivalent in English and Maths                                                                           | X                |                  |
| Evidence of recent professional development                                                                               |                  | X                |
| <b>EXPERIENCE</b>                                                                                                         |                  |                  |
| Experience of working in an educational environment                                                                       |                  | X                |
| Experience of working in a secondary school with students with Special Educational Needs                                  |                  | X                |
| Experience of working with children/ young people with Speech Language & Communication Needs and Autism Spectrum Disorder |                  | X                |
| Experience of using IT packages/software including Microsoft Teams/ One Drive                                             | X                |                  |
| Experience managing competing demands and working to tight deadlines                                                      | X                |                  |
| <b>SKILLS, KNOWLEDGE AND UNDERSTANDING</b>                                                                                |                  |                  |
| Ability to follow instructions and carry out set duties                                                                   | X                |                  |
| Ability to communicate effectively at all levels (students, staff, parents, external partners)                            | X                |                  |
| Competent user of IT and efficient administrator                                                                          | X                |                  |
| Good interpersonal skills with the ability to remain calm, professional and empathetic                                    | X                |                  |
| Ability to work in a logical way, prioritising and coordinating tasks                                                     | X                |                  |
| Commitment to ongoing personal development and willingness to undertake appropriate training                              | X                |                  |
| Knowledge and understanding special educational needs and behaviour and how they impact on learning                       |                  | X                |
| Ability to maintain confidentiality and appropriate professional boundaries                                               | X                |                  |
| Ability to deal in a calm and confident manner with any challenging behaviour that may impact on learning                 | X                |                  |
| <b>PERSONAL ATTRIBUTES</b>                                                                                                |                  |                  |
| Clear commitment and understanding of the Trust ethos, vision and values                                                  | X                |                  |
| Flexible, proactive and resourceful                                                                                       | X                |                  |

|                                                                                                     |   |  |
|-----------------------------------------------------------------------------------------------------|---|--|
| Ability to work as part of a team but confidence and judgment as to when own initiative is required | X |  |
| Commitment to school ethos and direction                                                            | X |  |
| High standard of punctuality                                                                        | X |  |
| Ability to motivate others and to be self-motivated                                                 | X |  |
| Calm and organised approach to work including times when under pressure                             | X |  |
| Commitment to equality, diversity and inclusion                                                     | X |  |
| A passion for working with pupils with SEN and their families                                       | X |  |
| <b>SAFEGUARDING</b>                                                                                 |   |  |
| Commitment to safeguarding and promoting the welfare of children and young people                   | X |  |
| Ability to form and maintain appropriate relationships and boundaries with students                 | X |  |
| Understanding of Safeguarding procedures                                                            | X |  |
| Enhanced satisfactory DBS check                                                                     | X |  |

This post is exempt from section 4(2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18.

The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website.

**The Trust as an employer is committed to safeguarding and promoting the welfare of children and young people as its number one priority. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the school on its behalf.**