Post title:	General Teaching Assistant (GTA)
Grade:	CD
Responsible to:	Head Teacher / Senior Advanced Teaching Assistant / Higher Level Teaching Assistant/ SENCO/Inclusion Manager
Staff managed:	None
Directorate:	Children's and Young People's Service
School name:	
Job family:	**E - Education/School**
Date of issue:	October 2024

Context Statement

- This school is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.
- The school is committed to supporting the needs of all children so that they can fulfil their full potential. This includes supporting children with their Social, Emotional and Mental Health (SEMH) needs and wellbeing. We expect all staff and volunteers to share this commitment.
- The school supports access to the curriculum for all children as part of NYC's commitment to inclusive education.
- The school is inclusive to all children and will support their individual needs. In line with the school's commitment to ensure access to education for all children, the school may require staff to support children/s medical needs (loco parentis) in line with a healthcare plan. Where required, additional training will be provided as appropriate, and an additional allowance may be an entitlement whilst undertaking such duties.
- All school employees are responsible for contributing to a learning environment that is innovative, engaging, happy and fulfilling for all pupils, and for ensuring all pupils' safety and welfare

Job Purpose:	**To work with teachers and other school employees to support teaching and learning by working with individuals or small groups of pupils under the direction of teaching staff, and may be responsible for some learning activities within the overall teaching plan. May work in the classroom or appropriate location within the school, with access to support and guidance as required.** **To provide support to pupils including promoting pupils' independence, self-esteem, and social inclusion**
Operational management:	• Support pre planned learning and SEMH activities as directed by the teacher • Using agreed structured observation as directed by the class teacher to feedback on learning, behaviour, participation, progress and achievement, to support the planning and evaluation of the learning process in respect of groups and individual students • Interact with pupils in ways that support the development of their ability to think and learn, including the use of careful questioning

	• Support pupils with special educational needs through assisting with the delivery of specific learning programmes in line with the individual education plan (IEP) targets and to IEP reviews, for example through working one to one or with a small group on phonics catch-up activities. • Support the facilitation of pupils' access to educational provision as indicated by their Education, Health and Care Plan, where appropriately delegated • Assist teachers in the implementation of appropriate behaviour management and teaching & learning strategies in accordance with whole school policy • Support pupils in their social and emotional wellbeing, in implementing related programmes, including those with additional SEND and wellbeing needs, physical needs and medical needs with training, encouraging and modelling positive behaviour in line with school policy. • Work alongside teachers in in escorting and supervising pupils on educational visits and out of school activities • Undertake allocated supervision during breaktimes as required • Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role, for example through feeding back to the class teacher about progress that the pupil has made during a learning activity. • Prepare for lessons appropriately including reading of materials shared prior.
Communications:	• Under the general direction of the teacher participate in establishing and maintaining effective relationships with pupils, parents/carers and with other agencies/professionals and colleagues • Be clear about the level of instruction, procedures and guidance that this role works within • Communicate effectively with all pupils, families, carers and other agencies / professionals • Share information confidentially about pupils with teachers and other professional as required • Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality • Participate in staff meetings
Safeguarding:	• Carry out tasks associated with pupils' personal hygiene, (including personal intimate care) and welfare, including physical and medical needs, whilst encouraging independence. • Be responsible for promoting and safeguarding the welfare and wellbeing of pupils in line with policy and legislation, raising concerns as appropriate
Administration/ Other	• Participate in appraisal, training and other performance management activities • Prepare classroom materials and learning areas, and undertake minor clerical duties e.g. photocopying and displaying pupils work • Support the use of ICT and adhere to relevant policies • Supervise and provide access arrangements for pupils sitting internal and external examinations and tests as required, ensuring that examinations comply with the Examination Board Regulations.

Person Specification:	
Essential	**Desirable**
Knowledge and Experience • An awareness of child/young person's development and learning • An understanding that children/Young people have differing needs • Experience appropriate to working with children in an learning environment • Good understanding of child development and learning processes – this may be achieved through induction and during probation period • Understanding of guidance and requirements around safeguarding children and young people – if this criterion is not met on appointment, this may be achieved through induction and during probation period • An understanding of Behaviour management techniques – if this criterion is not met on appointment, this may be achieved through the induction and probationary period and may include the provision of appropriate training.	• Knowledge of Child Protection and Health & Safety policies and procedures • Knowledge of inclusive practice
Occupational Skills • Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with a range of staff, children, young people, their families and carers • Good reading, writing and numeracy Skills • Demonstrable interpersonal skills. • Ability to work successfully in a team. • Confidentiality • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours and attitudes • Ability to use authority and maintaining discipline • An empathy for equality & diversity • Demonstrable ICT skills and the ability to use ICT as part of the learning process • Ability to understand of roles and responsibilities within the classroom and whole school context, and to work effectively as part of a whole school team	• Creativity
Professional Qualifications • Relevant NVQ Level 2 qualification or equivalent i.e. English and maths skills at level 2	• Relevant NVQ level 3 • Appropriate first aid training (Dependent on the schools needs - insert as appropriate)
Other Requirements • Enhanced DBS Clearance • To be committed to the school's policies and ethos • To be committed to Continuing Professional Development • Motivation to work with children and young people	

NB – Assessment criteria for recruitment will be notified separately.

Optional - Statement for recruitment purposes: You should use this information to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. You may be tested in some or all of the skill specific areas over the course of the selection process.