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**Job Description**

| **Job Title** | Teaching Assistant |
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| **Salary** | Grade 5. Point 7 – Point 9 FTE - £24,294 to £25,119  TTO 32.5 hrs 193 days £18,086 - £19,035 |
| **Contract** | Permanent. Term time only (193 days).  32.5hpw |
| **Responsible to** | SEND |
| **Line Management** | N/A |
| **Teaching commitment** | N/A |
| **Date of job description** | June 2022 |
| **Start date** | As soon as possible |

| **Purpose of the role**   * to contribute to the development of the school vision, values and ethos, priorities, targets and plans for improvement * to have the highest aspirations for students and to be accountable for ensuring the best possible outcomes for students in your classes * to model professional behaviour and attitudes around the school to ensure that the highest standards of appearance and conduct are met * contribute to wider school life and the overall vision, values and guiding principles of the school, including through providing opportunities for our students to participate in extra-curricular activities. |
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| **Main Duties**  Supporting Students   * To develop knowledge of a range of learning support needs and to develop an understanding of the specific needs of the students to be supported * Working with students who have a wide range of identified special educational needs, including students who have emotional, social and behavioural difficulties, either on an individual basis, or within a group situation * Taking into account the learning support involved, to aid the student/s to learn as effectively as possible both in group situations and on his/her own by, for example: * Clarifying and explaining instructions * Ensuring the student is able to use equipment and materials provided * Motivating and encouraging the student as required * Assisting in weaker areas, e.g. language, behaviour, reading, spelling, handwriting/presentation * Helping students to concentrate on and finish work set * Meeting physical needs as required whilst encouraging independence * Liaising with Subject Leader, class teachers and SENCO about pupil profiles/SEN Support plans * Developing appropriate resources to support the student/s * To establish a supportive relationship with the student/s concerned * To encourage acceptance and inclusion of the student with special needs * To develop methods of promoting/reinforcing the student’s self-esteem * Developing the students’ skills particularly in literacy and numeracy * Developing students’ key skills of working with one another * Contributing to our Tuesday afternoon enrichment programme for students * To help with planned personal care for targeted students who may need help with dressing or personal care.   **Supporting the Teacher**   * To assist, with class teacher (and other professionals as appropriate), in the development of a suitable programme of support (SEN Support Plans) for students who need learning support * Working with teaching staff to provide general in-class support * To contribute to the maintenance of student’s progress records * To participate in the evaluation of the support programme * To provide regular feedback about the student/s to the teacher and to the SENCO   **Supporting the school**   * To liaise, advise and consult with other members of the team supporting the student/s * To contribute to reviews of student’s progress as appropriate * To attend relevant in-service training * To be aware of school procedures * To be aware of confidential issues linked to home/student/teacher/school and to keep confidences appropriately * Liaising with parents and external professionals as appropriately * To accompany the student/s on school trips to give support as appropriate * To be an identified first aider and undergo appropriate training * To attend appropriate school meetings and ensure that the school’s administrative procedures are followed * To cover lunchtimes on a daily basis as directed by the duty team leader   **Student Welfare**   * To promote and safeguard the welfare of all children and young people that you are responsible for, or come into contact with * To comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting any concerns * To promote the giving of effective guidance to students in matters * To support a positive climate to learning and behaviour of students in classes, including through the implementation of the school’s Behaviour for Learning programme   **Be aware of, and comply with:**   * To support a positive climate to learning and behaviour of students in classes, including through the implementation of the school’s Behaviour for Learning programme * 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 equal opportunities for all * contribute to the overall ethos/work/aims of the school * appreciate and support the role of other professionals * attend and participate in relevant meetings, as required * participate in training and other learning activities and performance development, as required |

| **Person Specification** | **Teaching Assistant** | |
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|  | **Essential** | **Desirable** |
| Personal Qualities | * Having a desire to help young people * Ability to motivate young people * Ability to organise resources * Hardworking and energetic * Ability to be part of a team * Ability to show initiative * Willingness to undertake professional development | * Experience of working with young people with special needs |
| Qualifications and experience | * Good general education qualifications including English and maths to GCSE grade C or above * Experience of working with young people in either a professional or voluntary capacity | * NVQ Level 3 for Teaching Assistants. * First Aid qualification Prepared to embark upon further training as required. * Prepared to embark upon further training as required |
| Practical and Intellectual Skill | * Be an effective team member * Able to initiate ideas, set own targets and meet own and other people’s deadlines * Have effective communication skills, both written and verbal, to address a variety of groups and individuals including parents * Have good IT skills * Have the ability to work independently but to consult and liaise regularly * Be approachable and willing to help students both in and outside of lessons * Be interested in children as individuals, in how they learn and be committed to the comprehensive ideal | * Have evidence of commitment to, and understanding, of collective responsibility |
| Disposition | * Be resilient, committed, flexible and able to motivate students of all abilities. * Ability to relate effectively to a wide range of young people, including those with learning barriers * Ability to communicate effectively with adults in written and oral form * Ability to listen to others * Knowledge of general education system * Ability to use ICT in administration * Have energy and persistence, tempered with humour. * Able to work closely with a wide range of staff and students and establish and maintain good relationships through good interpersonal skills. * Have commitment to professional development. * Demonstrate personal and professional integrity, modelling values and vision. | * An awareness of good practice in identifying individual needs and providing appropriate teaching. * Knowledge of the special needs code of practice. Willingness to be involved in extra-curricular |
| Equal Opportunities | * Must have an understanding of and commitment to the school’s equal opportunities policies and procedures. * To be able to demonstrate a commitment to promoting community cohesion. | * To have been on an Equal Opportunities training course relevant to education / teaching. |