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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 £25,119TTO 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
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| **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
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| 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.
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| 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
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| 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
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| 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.
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