



Teaching Assistant Job Description

Job Title	Teaching Assistant
Scale	E (34hours, 39weeks)
Responsible to	Head of School via school deputy/designated line manager

Job Purpose

The post holder will work under the direction and supervision of teachers to assist with teaching and learning, pastoral support and other associated activities. This may include assisting with planning, delivery and evaluation of learning activities, supporting pupils in small groups, and working with individuals in and out of the classroom. They will also take on a specific role (dependant on skills), reviewing pupil's progress, collaborating when setting appropriate targets and liaising, as appropriate, with home through their key worker role.

The post holder will be available to work at any of the Respect Collaboration of Schools within mainstream school and other settings where appropriate. The post may involve taking on an intensive role with pupils with complex needs requiring multi-agency inputs.

Key Duties and Responsibilities

- To work as part of a flexible and supportive team to promote the positive ethos of the school and the welfare and behaviour of students, promoting positive student attitudes and behaviour in and around school and mutual respect for members of the school and wider community.
- To support pupil learning by contributing to the planning, delivery and evaluation of teaching and learning activities
- To support pupils to improve their literacy and numeracy skills including working with individuals to develop their skills in these core areas
- To prepare and support the use of learning materials, monitor and maintain curriculum resources, and create visual displays in order to ensure a positive physical learning environment
- To invigilate end of Key stage tests, assessments or exams under formal conditions.
- Develop and promote positive relationships that promote positive behaviour and contribute to the prevention and management of challenging behaviour in pupils
- To act in accordance with school policy and procedures in relation to child protection and ensure effective communication with the designated child protection co-ordinator and to follow the identified filing, logging and recording procedures to ensure consistency across the school.
- To work with the pupils to safeguard their welfare and help to keep them safe. This will include the sharing of supervision of pupils during break and over lunch times
- To escort and supervise pupils on educational visits and out of school activities, ensuring their health, safety and well being

- Facilitate pupil learning and development by taking a specific role (dependant on skills), reviewing attendance, pupil progress, collaborating when setting appropriate targets and liaising, as appropriate, with home.
- Contribute to the writing, development, planning and implementation of IEP's for individual students where appropriate
- To refer or make recommendations regarding referral for additional services and support to meet the needs of the student
- To assist with the maintenance of pupil record systems including recording agreed updates to individual records
- Use ICT to support pupil's learning
- To adopt, support and work within the principles of restorative practices
- To ensure excellent communication across the school community and with external agencies
- To support in setting up alternative provision, to monitor attendance at placement and to visit providers to monitor students.
- Provide support when requested for students who need additional engagement activities as either part of timetabled or extended sessions
- To support good attendance by being involved in early interventions including daily contact with home, home visits and other strategies in line with the school attendance policy
- To provide support to extended schools activities as negotiated as part of the whole school timetable
- To attend meetings to support the work of the school as indicated on the school calendar
- To support the organisation of school events including Parent's meetings and similar events
- To undertake relevant training to enhance personal development, and to use the knowledge to benefit the school
- To be willing to transport students subject to the appropriate risk assessments
- Carry out any other duties as required that are relevant to the remuneration of the post.

Issued by:	Received by:
Executive Headteacher:	Post holder name:
Date:	Post holder Signature:

PERSON SPECIFICATION

Job Title: Teaching Assistant
Scale: E

A I T shows how the job criteria will be assessed – A = Application, I = Interview, T = Test

EXPERIENCE:

Essential Criteria:	AIT	Desirable Criteria:	AIT
<ul style="list-style-type: none"> experience of working or supporting in a mainstream setting experience of working with and supporting young people with Social, Emotional and Mental Health difficulties of collaborating with IEP's/EHCP's and setting targets for behaviour, learning and attendance of working with young people on a sustained basis in a group or on a one to one basis 	<p>A</p> <p>AI</p> <p>AI</p> <p>A</p>	<ul style="list-style-type: none"> completing individual pupil & other appropriate risk assessments report writing for a range of purposes experience of intervention responsibility 	<p>A/I</p> <p>A/I</p> <p>A/I</p>

QUALIFICATIONS:

Essential Criteria:	AIT	Desirable criteria:	AIT
<ul style="list-style-type: none"> GCSE (or equivalent) passes in English and Maths 	AI	<ul style="list-style-type: none"> Safeguarding level 1 recognised First Aid qualification full driving licence and use of own car 	<p>A</p> <p>AI</p> <p>A</p>

SKILLS AND KNOWLEDGE:

Essential Criteria:	AIT	Desirable criteria:	AIT
<ul style="list-style-type: none"> ability to support pupils with Social, Emotional and Mental Health difficulties knowledge and understanding of the reasons for disaffection in young people knowledge of a range of strategies to develop the behavioural, emotional and social skills of pupils ability to keep essential records and to produce clear and concise written reports ability to use basic IT programmes. secure knowledge of child protection and safeguarding 	<p>AI</p> <p>AI</p> <p>AIT</p> <p>AIT</p> <p>AIT</p>	<ul style="list-style-type: none"> knowledge of the national curriculum at KS2, 3 or 4, including phonics knowledge of Annual Review and PEP processes knowledge of restorative practices wider understanding PSHE, SMSC and RSE knowledge of range of support available for pupils and their families 	<p>AI</p> <p>AI</p> <p>AI</p> <p>AI</p> <p>AI</p>

procedures, with particular reference to more vulnerable pupils	A AI		
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OTHER FACTORS:

Essential Criteria:	AIT	Desirable criteria:	AIT
<ul style="list-style-type: none"> be able to work independently and as part of a team able to be flexible in both time and working practice 	AI AI		

PERSONAL QUALITIES:

Essential Criteria:	AIT	Desirable criteria:	AIT
<ul style="list-style-type: none"> good inter-personal skills ability to form effective working relationships with young people, their families and other professionals well organised in approach to work motivated and enthusiastic flexibility to adapt to changing and new organisational challenges. ability to use initiative and work unsupervised 	AI AI I I AI I		

JOB CIRCUMSTANCES:

Essential Criteria:	AIT	Desirable criteria:	AIT
<ul style="list-style-type: none"> Be able to work in school and other provision if necessary 	AI		

EQUALITIES:

Essential Criteria:	AIT	Desirable criteria:	AIT
<ul style="list-style-type: none"> demonstrate a clear understanding of equal opportunities particularly issues relating to SEN Understanding of Council Equalities Policies to promote people's equality, diversity and rights. 	AI AI		