

## Job Description

**POST:** Teaching Assistant

**RESPONSIBLE TO:** SENDCO

**SALARY:** Scale 3

**LOCATION:** The Telford Langley School

**WORKING PATTERN:** 32.5hrs per week

**DISCLOSURE LEVEL:** Child workforce

**KEY RELATIONSHIPS:** Site

**RESPONSIBLE FOR:** N/A

**MAIN PURPOSE:** Support pupils with SEND in the SEND department and in the classroom

Working under the instruction/guidance of senior staff to assist and support teaching and learning, working with individuals or groups and assist in providing for general care, safety and welfare of pupils, particularly those with special educational needs.

**Responsibility for people (other than employees supervised/managed):** The post has considerable impact on the well-being of individuals or groups through contributing to the assessment of pupil needs and progress, the development and implementation of plans and providing support to pupils with additional personal/special needs.

**Responsibility for staff:** The post has limited direct responsibility for supervising other staff though may be expected to demonstrate tasks or advise/guide new employees, work experience or trainees.

**Responsibility for budget:** The post has no direct responsibility for financial resources.

**Responsibility for physical resources:** The post has some responsibility for physical resources, through the preparation and care of teaching materials/resources and secure and accurate record keeping.

### SPECIFIC RESPONSIBILITIES

- Contribute to curriculum planning for SEND students and evaluation, assist in implementation
- Assist in the delivery of lessons/sessions and interact with the teacher and pupils as required
- Undertake agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Support and use ICT in learning activities & develop pupils' competence and independence in its use.
- Support individuals or groups during independent /group work, e.g., explain tasks, reinforce key objectives/concepts or vocabulary, use practical apparatus, support less able pupils,
- extend/challenge more able, keep pupils on task, interested, motivated and engaged.

- Help pupils to develop communication skills.
- Promote inclusion and acceptance of all pupils, encourage them to interact and work cooperatively and engage in activities.
- Promote independence and development of self-esteem.
- Assist in the personal, social, emotional development of pupils and development of self-esteem.
- Assist with the development and implementation of IEPs/behaviour plans.
- Use specialist skills/ knowledge/ training to provide support in specialist areas
- Encourage and reinforce positive interactions between pupils working within any behaviour targets set
- Identify and report uncharacteristic behaviour patterns
- Assist with pupil supervision on trips off the premises, under overall guidance of senior staff.
- Monitor and provide for general care, safety and welfare of pupils, including tasks connected with their social inclusion and personal/physical care.

### **Support for Pupils**

- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
- Establish constructive relationships with pupils and interact with them according to individual needs
- Promote the inclusion and acceptance of all pupils
- Encourage pupils to interact with others and engage in activities led by the teacher
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under guidance of senior staff

### **Support for the Teacher/SEND Department**

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson/department plans and assist with the display of pupils' work
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Assist with the planning of learning activities
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed
- Provide detailed and regular feedback to teachers on pupils achievement, progress, problems etc.
- 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
- Establish constructive relationships with parents/carers
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work
- Provide clerical/admin. Support e.g. photocopying, typing, filing, money, administer coursework etc.

### **Support for the Curriculum**

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3/4, recording achievement and progress and feeding back to the teacher
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use
- Administer and assess routine tests and invigilate exams/tests

### **Support for the Academy**

- Be aware of and comply with 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 all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes
- Accompany teaching staff and pupils on visits, trips and out of school activities as required

### **SAFEGUARDING CHILDREN -**

CAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Head of Human Resources. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

### **ENGLISH DUTY -**

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

## **Person Specification**

### **Our Values and Vision**

These are our values. They can be thought of as our 'non-negotiables' - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

### **Our Young People**

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

**Achievement - Academic:** We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control ('knowing what to do when they don't know what to do') in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

**Achievement - 'letting your light shine':** All young people achieve things they can be proud of every day in addition to academic success and outside our school's planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

**Achievement - relationships (Starfish Principle):** Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

## Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal wellbeing.

All members of the staff community see themselves as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships, working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. All staff have clarity and certainty about the direction our school is taking and be working on only a few initiatives at any one time with a sense of how their work is contributing to that vision. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures our schools are among the best in the country.

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Minimum GCSE English and Maths (Grade A-C or equivalent)</li> <li>• NVQ 2 for Teaching Assistants or equivalent qualifications or experience</li> <li>• Training in relevant learning strategies</li> </ul>	<ul style="list-style-type: none"> <li>• NVQ 3 for Teaching Assistants</li> <li>• First aid training/training as appropriate</li> </ul>

<b>Experience, Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Possess good level of knowledge and understanding of at least one area of learning (e.g. Maths or English)</li> <li>• Have good communication and listening skills</li> <li>• Have experience of teaching assistant role</li> <li>• Can use ICT effectively to support learning</li> <li>• Can plan own work and work independently</li> <li>• Experience of effective working as part of a team</li> </ul>	<ul style="list-style-type: none"> <li>• Have attended training on/experience of aspects of the curriculum or areas of specific special need</li> <li>• Understanding of school policies e.g Child Protection, Equal Opportunities</li> <li>• Understanding of SEND</li> <li>• Ability to produce &amp; maintain classroom displays</li> <li>• Experience of effective management of difficult behaviour</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Develops good relationships with others by behaving with integrity, treating people with respect and leading by example</li> <li>• Supportive and caring</li> <li>• Patient and an excellent listener</li> <li>• Calm especially in challenging situations</li> <li>• Positive attitude</li> <li>• Confidential</li> <li>• Can follow instructions as well as use initiative</li> <li>• Flexibility, Creativity, Passion and Energy</li> <li>• Understand how children develop and learn</li> </ul>	
<b>Other</b>	<ul style="list-style-type: none"> <li>• Commitment to safeguarding and promoting the welfare of children and young people</li> <li>• Willingness to undergo appropriate checks, including enhanced DBS Checks</li> <li>• Motivation to work with children and young people</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> </ul>	<ul style="list-style-type: none"> <li>• Ability and willingness to cover other duties as and when required</li> <li>• Willingness to undertake first aid duties</li> </ul>

Job Description Acknowledgement: I have received, reviewed and fully understand the job description for Teaching Assistant. I further understand that I am responsible for the satisfactory execution of the essential functions described therein, under any and all conditions as described.

Employee Name

Employee Signature

Date