

## **JOB DESCRIPTION**

**JOB TITLE:** Teaching Assistant

**RESPONSIBLE TO AND RECEIVES INSTRUCTIONS FROM:** Headteacher/SENCO/Class and Support Teacher

**LINE MANAGER:** Head of Inclusion and Additional Needs

**PURPOSE OF JOB:** To assist in the support and inclusion of children with Special educational needs.  
To work with direction from teachers, with pupils in class, with small groups and with individuals.

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### **MAIN RESPONSIBILITIES:**

#### **1. SUPPORTING THE PUPILS**

- Supervise and support pupils ensuring their safety and access to learning.
- Establish good relationships with pupils, acting as a role model and be aware of and respond appropriately to individual needs.
- Attend to the pupils' personal needs and implement related personal programmes, including medical procedures if appropriately trained.
- Promote the inclusion and acceptance of all pupils.
- Aid pupils to learn as effectively as possible e.g. by clarifying instructions, aiding concentration, encouraging pupils and assisting in weaker areas such as reading and spelling.
- Key work pupils as required including; encouraging pupils to interact with others and develop their social skills; encouraging pupils to act as independently as appropriate; actively develop and promote pupils' self-esteem.

#### **2. SUPPORTING THE TEACHER**

- Organise equipment and resources in the classroom and assist with the display of pupils' work.
- Be aware of pupil problems and achievements and report to the teacher, in particular, to provide information to the class teacher on pupils' issues/mood as they arise during the day.
- Undertake pupil record keeping as requested by SENCO.
- Support the teacher in managing pupil behaviour, reporting difficulties as appropriate.
- Foster links and keep records of communication with parents/carers under the direction of teachers/SENCO.

- Provide basic clerical and administrative support e.g. photocopying, typing, filing, collecting money etc.

### **3. SUPPORTING THE CURRICULUM**

- Support pupils to understand instructions.
- Support pupils in undertaking literacy and numeracy tasks.
- Support pupils in using basic ICT as directed.
- To develop an understanding of the lesson content and curriculum which the pupils are following.
- Prepare and maintain equipment and resources as directed by the teacher and assist pupils in their use.

### **4. SUPPORTING THE SCHOOL**

- To follow policies and procedures relating to child protection, data protection, health and safety, reporting all concerns to the appropriate person.
- To respect the confidentiality of certain issues linked to home/pupil/teacher/school and to consult with other team members and the SENCO when concerned on any such issue.
- Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos, work and aims of the school.
- To support the work of other professionals by liaising, advising and consulting with other members of the SEN Department and school staff generally.
- 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, during school hours.
- Accompany teaching staff and pupils on visits, trips and out of school activities as directed to ensure access to learning.

### **ADDITIONAL ACTIVITIES: (GRADE 3)**

Examples from the range of activities undertaken by our TAs which are in addition to the basic G1 job description and are in line with the G2 job description.

- Supervision of pupils in the short-term absences of teachers.
- Reading and understanding Individual Educational Plan, contributing to their implementation and reviewing progress with the teacher.
- Independently, i.e. without teacher supervision, dealing with emergency situations, e.g. by removing disruptive or distressed pupils from the classroom and dealing with the issues involved.
- Offering support for emotional and behavioural problems and homework issues, without teacher direction or supervision, e.g. by diffusing situations which the teacher may be aware of without disrupting the progress of the lesson, or during breaks and lunchtimes. Reporting back to the appropriate teacher as appropriate.

## **ADDITIONAL ACTIVITIES – Continued**

- Being prepared to step in and cover for absent colleagues and invigilate for SEN pupils in exams when necessary.
- Leading group work/individual pupil sessions using their own ideas and knowledge when directed to work in a particular area by a teacher e.g. on a literacy programme.
- Working with small groups on developing pupils ability to manage their behaviour
- Promoting behaviour policy, dealing promptly with conflict and incidents in line with policy, and encouraging pupils to take responsibility for their own actions.
- Invigilate/read/scribe for internal and external exams.
- Participate in training and cascade knowledge to other members of the team.
- Be prepared to develop knowledge and expertise in some areas of SEN.
- Liaise with internal and external professionals with regard to the needs of key pupils.
- Active involvement in target setting, implementation and review of SEN procedures including IEPs and Education Health and Care Plans (EHCP) and attend EHCP Reviews as requested.
- Support individuals with GCSE work.

## **Safeguarding Children**

To be fully aware of and understand the duties and responsibilities arising from the Children's Act, Keeping Pupil's Safe in Education and the school's own Safeguarding Policy in relation to child protection and safeguarding children and young people as this applies to the postholder's role within the organisation.

To also be fully aware of the principles of safeguarding as they apply to children and young people in relation to the postholder's role.

To ensure that the worker's line manager is made aware and kept fully informed of any concerns which the postholder may have in relation to safeguarding and/or child protection.

# PERSON SPECIFICATION

## 1. Experience

- Working with or caring for children in the secondary age group.
- Previous experience of working in schools would be preferable.
- Subject knowledge in a range of curriculum areas to GCSE level I

## Qualifications

- Good numeracy, literacy and IT skills.
- Willingness to participate in development and training opportunities.
- Degree or equivalent level qualification [desirable]

## 3. KNOWLEDGE AND SKILLS

- Basic knowledge of first aid.
- To be able to remain calm, sympathetic and show a sense of humour as appropriate when dealing with pupils and the demands of the job.
- To be able to make quick decisions when dealing with changes in the expected routine or emergency situations.
- Competent with using IT eg using Outlook, Microsoft Office
- Ability to relate well to teenagers and adults.
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.
- An understanding of the school's equal opportunities policy and how it is implemented.
- Awareness of the types of learning difficulties pupils may have and how this can affect their progress and behaviour in the classroom.
- Knowledge of the Key Stage 3 and 4 curriculum is essential