

Job Description

Teaching Assistant

Role: *To support teachers in the classroom to deliver the graduated approach with the aim of meeting the needs of all pupils with learning difficulties/disabilities in mainstream classes so that they make at least expected progress.*

Responsible to: Head of Learning Support

Responsible for the following duties:

The Teaching Assistant may work with and receive instruction from a number of staff members, these may be identified here, i.e. Head of Learning Support, Head of Faculty or Department, Classroom teacher.

Help identified pupils in a specified Faculty who are vulnerable to under-achievement to make progress at least in line with expectations:

- develop an understanding of the special educational needs of the pupils in the Faculty
- take into account the pupils' special needs and ensure their access to the lesson and its content through appropriate clarification, explanations, equipment and materials
- build and maintain successful relationships with pupils, treat them consistently with respect and consideration

Working under the guidance of the teacher:

- have formal and informal meetings with teachers to contribute to planning lessons/activities
- support teachers in the planning and delivery of lessons appropriate to identified pupils' needs, which are then documented in Schemes of Work
- work with identified groups on differentiated activities
- support the teacher in implementing specific teaching programmes
- support the teacher in carrying out structured classroom assessment/observation and feedback (eg green penning)
- supervise practical tasks
- be involved in keeping records and evaluating identified pupils' progress

In the classroom:

- prepare pupils beforehand for a task
- help promote and develop independent learning, study and organizational skills
- reinforce learning, keeping pupils on task and building motivation
- help pupils record work in an appropriate way
- help build pupils' confidence and enhance their self-esteem
- assist pupils with physical needs
- model good practice in all these areas

Working with the Head of specified Faculty

- identify the pupils in need of graduated support and agree allocation of time
- contribute to the development of the differentiated materials in the Schemes of Work

Working with the Learning Support Faculty

- clarify with the Head of LS the precise requirements of the TA in the specified Faculty
- discuss advice with LS Faculty Coach and relevant LS teachers for meeting pupils' particular needs and their progress during the course of the year

Other responsibilities

- work as part of the team in relation to individual pupils, liaising, advising and consulting where appropriate
- support implementation of school policies & procedures, including those relating to confidentiality and behaviour
- identify personal training needs and to attend appropriate internal and external in-service training
- Any other tasks as directed by the Head teacher which fall within the purview of the post.

Supervision arrangements:

Termly formal review of performance with Line manager

Regular meetings for team of TAs (*state how often e.g. weekly, every 2 weeks*)

Observation of classroom support work by (*Line manager or other named person*) initially twice yearly.

Hours: 25 hours a week, term-time + 5 days INSET

Grade: 4

Actual salary: £9,321.86

PERSON SPECIFICATION FOR TEACHING ASSISTANT

Specification	Essential	Desirable
Qualification and training	A good general education GCSE or equivalent pass in English and Maths	Evidence of qualifications in this area Education to A level or its equivalent and beyond Competence in Microsoft Word, Excel and SIMs
Experience	Evidence of having worked with children in some capacity; this could be as a parent/carer	Relevant work experience in a similar environment Experience of working with children with SEN, preferably at secondary age
Qualities, skills, knowledge and abilities.	A positive interest in working with children Ability to get the best out of children A sense of humour Adaptability Able to work on own and as part of a team Ability to build good working relationships with a range of colleagues A clear communicator Ability to work calmly and with patience	An ability to use WORD, EXCEL and other basic programs
Health	A good attendance record Evidence of the stamina required to cope with the demands of the post	
References	Supportive	