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| **Position:** | **Teaching Assistant** |
| **Where:** | **Tiverton High School** |
| **Line Manager:** | **SENDCo / Assistant SENDCo** |
| **Grade:** | **C** |

**PURPOSE OF JOB**

**General Duties** - To work under the instruction guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or may take place outside the main teaching area.

**MAJOR RESPONSIBILITIES**

To work under instruction/guidance to enable access to learning by:

* Attending to the welfare and personal care of pupils including those with special educational needs
* Delivering pre-determined learning/care/support programmes
* Implementing literacy/numeracy programmes as well as intervention programmes
* Assisting with the planning cycle
* Undertaking general clerical/administrative support within the Special Educational Needs and Disabilities department

**DUTIES**

Support the lead teacher and area lead by:

* Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans
* Assisting with the display of pupils work
* Using strategies, in liaison with the teacher, to support pupils to achieve learning goals
* Assisting with the planning of learning activities on a regular basis
* Monitoring pupils responses to learning activities and accurately recording achievement/progress as directed
* Providing detailed and regular feedback to teachers on pupils’ achievement, progress, problems etc.
* Promoting good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour
* Establishing constructive relationships with parents/carers and where appropriate participating in feedback sessions with parents alongside the teacher
* Administering routine tests, invigilating exams and undertaking routine marking of pupils work
* Providing clerical/administrative support e.g. photocopying, typing, filing, money, administration of course work etc.

Supporting pupils by:

* Supervising and providing particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
* Assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care Programmes
* Establishing constructive relationships with pupils and interacting with them according to individual needs
* Promoting the inclusion and acceptance of all pupils
* Encouraging pupils to interact with others and to engage in activities led by the teacher
* Setting challenging and demanding expectations and promoting self-esteem and independence
* Providing feedback to pupils in relation to progress and achievement under the guidance of the teacher

Support the curriculum by:

* Undertaking structured and agreed learning activities/teaching programmes and adjusting activities according to pupil responses
* Undertaking programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years, recording achievement and progress and feeding back to the teacher
* Supporting the use of ICT in learning activities and developing pupils competence and independence in its use
* Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity and assisting pupils in their use

Support the school by:

* Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
* Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop
* Contributing to the overall ethos/work/aims of the school
* Appreciating and supporting the role of other professionals
* Attending relevant meetings as required
* Participating in training and other learning activities and performance development as required
* Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtimes as required
* Accompanying teaching staff and pupils on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher

Date: ………………………………………………………..

Signatures: Manager………………………….………

Post holder……...………..………………

PERSON SPECIFICATION

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| **Category** | **Requirements** | **Essential/**  **Desirable** | **Method of Assessment[[1]](#footnote-1)** |
| Education/Training | Good numeracy/literacy skills  Requirement to participate in training/development as/when identified by line manager as essential for performance of the post  Willingness to participate in other development and training opportunities  NVQ 2 for Teaching Assistants or equivalent qualifications/experience  Training in relevant learning strategies e.g. autism, literacy, etc  Training linked to the needs shown by students with ASC | Essential  Essential  Essential  Essential  Essential  Desirable | A  A, I  A, I  A, I  A  A, I |
| Experience | Working with or caring for children of relevant age.  Experience of working with students with additional educational needs and specifically those needs associated with a diagnosis of autism | Essential  Essential | A,I  A, I |
| Knowledge | Experience of working with students with Special Educational Needs and Disabilities and specifically those needs associated with a diagnosis of autism  Knowledge and understanding of child development and learning, including SEND  Understanding of relevant policies/codes of practice and awareness of relevant legislation  General understanding of national curriculum and other basic learning programmes | Desirable  Essential  Desirable  Desirable | A, I  A, I  A, I  A, I |
| Skills/Abilities | Ability to effectively use ICT to support learning, or to undertake training to do so.  Ability to use other technology to support learning – e.g. video, photocopier etc.  Ability to self-evaluate learning needs and actively seek learning opportunities  Ability to relate well to children and adults  Ability to develop good learning relationships with students so develop trust and safety so that they are motivated to learn and make good progress.  Ability to fulfil all spoken aspects of the role with confidence and fluency in English.  Ability to work constructively as part of a team, to understand classroom roles and responsibilities and own position within those.  Ability to understand and respond to the needs shown by students with autism and communication difficulties. | Essential  Essential  Essential  Essential  Essential  Essential  Essential  Desirable | A, I  A, I  I  I  A, I  A,I  A,I  A, I |

1. Key for Method of Assessment:

   A – Application I – Interview [↑](#footnote-ref-1)