

Job Description

Teaching Assistant

Reports to: Head of Upper School / Head of Lower School

Hours: 32.50 per week (term-time only)

Salary scale for Level 1: R2 Scale point 9 – R3 Scale point 15. FTE: £23,021 - £24,650 per annum (Actual: £17,796 - £19,055 per annum), depending on experience

Job Purpose

- To take responsibility for classroom assistance in order to help promote effective teaching and learning for pupils.
- Support and supervise pupils throughout the school day.

Main Duties and Activities:

1. Support the Teacher

- Assist the teacher in the preparation of differentiated lessons and gain familiarity with the work to be covered, design appropriate teaching aides, prepare materials and the classroom to ensure an effective learning environment.
- Create learning materials as agreed with the teacher to ensure maximum access to the lesson material for pupils.
- Provide group and/or individual activities, planned by the teacher, working alongside the teacher according to the published timetable and for specific programmes of support to achieve learning objectives.
- Reinforce and support all aspects of behavioural, social and emotional learning.
- Participate in regular feedback between pupil and teacher.
- Attend and contribute to staff meetings, open evenings and/or consultation evenings as required by the school.

2. Support and Management of Pupils

- Support all pupils in their planned work in all curriculum areas, both in small group situations and individually, clarifying and explaining instructions as required to enable them to complete the work to their full ability.
- Work with pupils and assist with their specific areas of learning difficulty in order to encourage independence, maintain personal confidence and enable full potential to be reached ultimately with the minimum of supervision.
- Support and assist pupils advising them on strategies to deal with problems they encounter, seek appropriate professional help when necessary referring to appropriate teaching staff for advice.
- Build positive relationships with pupils and provide an exemplary role model to encourage them to develop good social skills and become as independent as possible.

- Liaise with teachers, care staff, social workers, external professional colleagues and parents creating an effective team sharing knowledge and information to develop knowledge and understanding of the specific needs of the pupil.
- Deal with parents/ carers in cases such as: illness, mishaps, lost property etc.

3. Assessment, Monitoring and Evaluation

- Assist the teacher in keeping a record of events and progress, bringing issues of concern to the class teacher to ensure full pupil data is available to inform assessment and future planning.
- Assist in keeping records of pupil progress and report achievement in line with school policy.

4. Other

- Undertake break-time duties and responsibilities.
- Keep records and carry out procedures to satisfy school policies.
- Eat with and supervise pupils in the Dining Room.
- Take part in educational visits, camps and school journeys.
- Contribute individual skills in practical, sporting and creative activities.
- When qualified and approved, drive school vehicles as required.
- Take responsibility for own training and development, attending training courses as appropriate.
- Undertake and other activities reasonably expected on a teaching assistant in a residential special school.

Progression Criteria
<ul style="list-style-type: none"> • Progression to the higher levels will be subject to work being available at that level and staff demonstrating that they meet these criteria in a meeting with the Head Teacher/Principal and appropriate manager. • Staff will usually be appointed at the basic level in the post and will progress up the scale when they are judged by the Principal to be competent to do so. In most cases this will be after at least three years in the post. • Where external staff are recruited with at least three years' experience they will usually be appointed at the basic grade and where appropriate considered for progression after a short time in the post. Any progression will be subject to assessment by the Principal, taking into account recommendation of the lead teacher in the area. • Periods of minimum service for grades 2 – 3 may be negotiated on appointment on the basis of relevant experience in other schools and achievement of the appropriate qualifications. Assessment during a suitable induction period will then be undertaken. <p>To level 2</p> <ol style="list-style-type: none"> 1. Occupant of the post has proven experience in this field of work in another school. 2. Proven ability to work at the highest level demonstrated by observation and interview with Principal/Vice Principal(s) and recommendation of Senior Staff and developed behavioural competencies appropriate to the job as outlined above. 3. Study and achievement of at least two accredited short courses in a relevant field of work.

To level 3

1. Occupant of the post has significant experience in this field of work in another school.
2. Proven ability to work at the next highest level demonstrated by observation and interview with the Principal/Vice Principal(s) /Senior Staff and developed competence of all those appropriate to the job as outlined above.
3. Successful study for a nationally recognised qualification in a related field of expertise. This will be at NVQ level 3 or similar.

Level 2 – Additional Duties and Responsibilities

- Develops a specialist area of expertise – either working with teachers in a particular curriculum area or delivering specialist support for pupils that demands a high degree of skill and knowledge of their special needs, eg maximising opportunities for students with speech and language or autism difficulties.
- Develops expertise and is able to deliver a high degree of technical skill in a specified support area i.e. the use of ICT in the classroom to inform and support teachers and other staff and increase the confidence of others in this area.
- Works independently with larger groups of pupils to deliver a learning programme devised by or with the teacher. In the absence of the teacher will, on occasions, lead the group with the assistance of other support staff.
- Contributes to pupil assessments and interpretation of data to inform future planning with the teacher.
- Work an extended school day, working with target groups of children and delivering after school activities and learning opportunities should this need arise with and after negotiation.

Qualifications and Training

At this level staff will be expected to have undertaken at least two accredited courses appropriate to supporting pupils in their role.

Level 3 – Additional Duties and Responsibilities

- Ensures thorough induction training for new Teaching Assistants, providing a role model and mentoring to enable good quality training to take place.
- Provides a link and support to a teacher curriculum leader, developing materials and teaching programmes with their guidance and supporting the teaching in the classroom by working with group on particular areas of work.
- Monitor the use of resources and plan purchases to meet the coming needs in the subject or area of specialism.
- Work an extended school day, with target children.

Qualifications and training

Is studying for or has achieved a recognised qualification appropriate to the job, at an advanced level such as:

NVQ3 in Learning Support, Working with Children

At this level some staff may seek to train as a qualified teacher.

Person Specification

Criteria		
<i>Key - Essential = E; Desirable = D; Assessed by Interview = I; Assessed by Application Form = A</i>		
Qualifications and Training		
<ul style="list-style-type: none"> • GSCE or equivalent in maths and English • NVQ Level 2 or 3 in Working with Children • Other relevant training eg First Aid, Child Protection, Behaviour Management, Working with children with ASC, Team Teach • Full Clean Driving Licence 	E D D D	A A A A
Knowledge and Experience		
<ul style="list-style-type: none"> • Working with children • Working in an educational setting • Working with children with special needs • Working as part of a team • Working with children from a variety of cultural backgrounds 	D D D E D	A, I A, I A, I A, I I
Skills and Abilities		
<ul style="list-style-type: none"> • Ability to think, write and speak clearly and concisely • Ability to communicate well with parents, pupils, care workers, outside agencies • Ability to work collaboratively as part of a team • A calm, reassuring and responsive approach • Ability to manage behaviour in the classroom • Ability to organise and prioritise work and resources • Good ICT skills • Practical and theoretical knowledge of behaviour management 	E E E E E E E D	A, I I A, I I I A, I I
Personal Attributes		
<ul style="list-style-type: none"> • Confident and self-motivated in exercising appropriate initiative • A positive, flexible and confident attitude to work and problems • A commitment to equality and celebrating diversity • Patience and resilience • Good level of physical fitness and general health • Enthusiasm and drive for working in a SEN school • Ability to take responsibility for own CPD • Good sense of humour • Unlimited empathy for working with children and a commitment to meeting the needs of the children and their families 	E E E E E E E E E E	I I I I I I I I I I
<p>This job description is not necessarily an exhaustive list of duties but is intended to reflect the range of duties the post-holder will perform. The job description will be reviewed regularly and may be changed in the light of experience and in consultation with the post holder.</p> <p>Date produced: December 2022</p>		