

**Teaching Assistant Job Description**

***“Unity is strength…….where there is teamwork and collaboration wonderful things can be achieved”* Mattie Stepanek**

At the Wymering School our vision is to enable our pupils to become knowledgeable, self aware, independent and happy people who make a positive difference wherever life takes them. We are looking for enthusiastic individuals to share our vision in all they do.

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| **Job Title** | Teaching Assistant |
| **School** | The Wymering School |
| **Grade** | Grade D |
| **Reporting to** | Teacher |

**Main Purpose of the job**

* Assist teachers, and other relevant staff in supporting pupils with social communication and interaction difficulties, associated speech, language and communication difficulties and high levels of anxiety and/or associated challenging and distressed behaviour to make excellent progress
* Supervise and support targeted pupils both individually, groups and as a class.
* Help pupils achieve learning and behaviour targets as specified in Individual Programmes.
* Liaise closely with parents/carers and other professionals and to develop effective partnerships in the interests of the child/young person.

**Duties and Responsibilities**

* Build and maintain mutually respecting, positive and meaningful relationships with pupils; treat them consistently, with respect and consideration, and be concerned with their development as learners and individuals.
* Motivate and support pupils in a variety of learning situations in a variety of settings. For example: in school; in study groups; off site visits
* Monitor and record the progress of target pupils using the school’s assessment system in direct partnership with the teacher
* Be an excellent role model for positive regulation and relational practice at all times
* Help pupils develop good study and organisational to further their independence
* Confidently support pupils using IT resources which support their learning and access to the curriculum
* Oversee pupilsworking on individual programmes and in small groups.
* Promote regular attendance, this may include transporting / escorting pupils.
* Mentor pupils and support them to develop their social awareness and skills
* Build positive relationships with families and carers through regular contact and engagement
* Liaise with outside agencies as necessary, building meaningful relationships by communicating effectively with your colleagues, the Governing Body, other professionals within the Local Authority and voluntary agencies.
* Support pupils during breaks, lunchtimes, before school for example breakfast clubs, homework clubs, as well as activities/visits out of school.
* Be willing to support enrichment activities after school (eg) Lego club, sports clubs
* Develop positive and effective professional and constructive relationships with colleagues
* Participate in further training/professional development programmes in order to improve your own professional development.
* Contribute to planning and review meetings.

**Additional Duties**

In addition to core responsibilities, Learning Mentors will work with the wider school team to lead or support one or two additional areas of provision such as:

* Emotional Literacy Programmes
* Targeted Mental Health Programmes
* Social Skills Programmes
* Sensory Processing
* Lifeskills Curriculum
* Outdoor Learning / Forest School
* Social stories
* Visual Aids
* Assessment & Interventions
* School Council and Pupil Voice

**Personal and professional conduct**

* Develop effective professional and constructive relationships with colleagues
* Contribute to the development, implementation and evaluation of the school’s policies, practices and procedures, so as to support the school’s values and vision
* Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
* Understand and act within the statutory frameworks setting out their professional duties and responsibilities
* Safeguard and promote the welfare of pupils and follow school policies and the staff code of conduct.
* Seek to improve practice through reflection, observation and discussion.

**Other**

* Promote the safety and wellbeing of pupils
* Maintain good order and discipline among pupils, managing pupils regulation effectively to ensure a good and safe learning environment
* Be responsible for your health, safety and welfare in accordance with the school’s policy and the Health and Safety at Work Act, 1974.
* Perform your duties in accordance with school’s Equal Opportunities Policy and Safeguarding Procedures.
* Perform all duties efficiently and with the utmost care and confidentiality.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that you will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

**Person Specification – Teaching Assistant**

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| Criteria | Essential | Desirable |
| **Qualification and Experience** | * Experience of working with children * 5 GCSE’s with a minimum grade C or above in English and Mathematics, **OR** at least equivalent Level 2 qualifications in Literacy & Numeracy **with** relevant experience * Able to use IT and software such as Microsoft office competently | * Qualifications in Education; Child Development, Youth Work; Social Work; Health, Careers, YOT, Parenting * Good understanding of ASC (autism) and neurodiversity * Counselling skills. * First Aid Certificate * Experience of producing curriculum / teaching support materials. |
| **Skills and Knowledge** | * Ability to think creatively and problem solve * Use a variety of interpersonal skills and strategies to establish supportive and positive relationships with colleagues, pupils, parents and carers. * Excellent organisational skills * Able to work independently * Ability to handle confidential information with discretion * Able to engage with young people in challenging circumstances * Consistently act within school policy and procedures to ensure that are treated fairly and with equality. | * Knowledge of personal, social and educational topics which relate to SEND settings and autism * Knowledge of approaches and practice used in dealing with young people with social communication differences and dysregulation * Skills and knowledge in a vocational area such as OAA / Catering/ Mechanics/Sport/ Angling/Media |
| **Personal qualities** | * Share our vision and purpose * Flexibility and an ability to adapt * Positive mindset and a can –do attitude * A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school * High expectations for children’s attainment and progress * Ability to work under pressure and prioritise effectively * Commitment to maintaining confidentiality at all times * Commitment to safeguarding and equality * A belief that ALL pupils have the right to an education * Resilience – tomorrow is a new day with new opportunities |  |
| **Other factors** | * Satisfactory pre-employment checks including DBS, references and full career history * Ability to support with adventurous activities/sports which take place offsite * Home visits * Escorting pupils to school / interviews / leisure activities etc. | * Own transport/driving licence |