# Job Description – Learning Support Assistant

Salary / grade: GS3

Hours: 27.08 hours per week

Contract type: full time, permanent, term time only (38.6 weeks, including 3 INSETS)

Responsible to: SENDCo

# Main purpose

To assist in the education, support and integration of students with Special Educational Needs within mainstream schooling. Ensure the best possible achievement for all pupils.

# Duties and responsibilities

SEND Students

* Draw on knowledge of Special Needs to develop an understanding of the individual needs of students.
* Aid SEN students to learn as effectively as possible both in group situations and individually, taking into account their diverse needs.
* Encourage acceptance and integration of SEN students.

All Students

* Establish supportive relationships with all students.
* Develop methods of promoting and reinforcing students’ self-esteem.
* Deliver programmes of work to small groups.

Professional Responsibilities

* Record and review student progress against agreed targets.
* Liaise with colleagues both within the department and teaching staff.
* Provide support as indicated by Access Arrangements in public exams.

Duties for all

* To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health and safety of themselves and others
* To have regard and comply with safeguarding policy and procedure as appropriate
* To meet the professional standards for teaching assistants.

Working with students aged 11-16 in a large comprehensive school: in whole class situations as well as in small groups. Most TAs are faculty based and work under the direction of a teacher. An important role of a teaching assistant is to support the teacher in ensuring the best possible outcomes for all pupils. This would include adopting relevant strategies to increase the attainment and encourage participation of all pupils. The nature of the job requires a great deal of patience and understanding as TAs generally work with the neediest students as well as encountering challenging behaviour. In the same way as teachers, teaching assistants operate in a position of trust and are seen by pupils as role models. They should be able to maintain proper boundaries with pupils and their behaviours should reflect this responsible position. Teaching assistants need to be able to work collaboratively with classroom teachers and other colleagues and keep other professionals accurately informed of performance and progress of students.

There is a daily briefing with the SENCO. There are also ad hoc meetings for departmental liaison, target setting and training: both in house and from outside agencies. A teaching assistant would be expected to take opportunities to acquire the appropriate skills, qualifications and experience required for the teaching assistant role, with support from the school.

Please note that this is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all tasks that the postholder will carry out.

This job description may be amended at any time in consultation with the postholder.

Last review date: May 2019

Next review date: May 2021

**Job title:** Teaching Assistant

*The table below outlines the essential and desirable criteria, which will be used to select the candidate(s) for this post.*

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| **Criteria** | **Essential** | **Desirable** | **Assessment method** |
| Qualifications and knowledge | Level 2 Numeracy and Literacy. | SEN issues and specific needs | Evidence from application form (A) interviews (I) and references (R) |
| Skills | Team player. Good communication skills (both written and verbal). | ICT. Counselling Skills. | A, I, R |
| Experience |  | Previous experience of SEN students and/or Secondary education. | A, R |
| Other requirements | Patience and humour. Calm under pressure and adaptable. Tolerant and diplomatic.  DBS Clearance |  | I, R |