

Job Description



Job title	Teaching Assistant	Contract	Permanent
Department	SEND	Reports to	SENCO

Our mission

We will inspire our family of schools to provide opportunities for our pupils, staff and leaders to be the best they can be: to create a passion for lifelong learning; to enable our pupils to become confident, kind and impactful world citizens.

Your role

The role of the Learning Support Assistant is part of a team of practitioners responsible for the education and care of our pupils.

The Teacher and the Learning Support Assistant work as a team - being 'partners' in supporting the pupils' access to learning and the whole curriculum (including the National Curriculum) and their independence as a learner.

The Learning Support Assistant works under the direction and control of the principal and the relevant HODs/SENCO/class teacher and should expect to work independently with minimal supervision by a teacher. They may be required to manage groups or individuals from a class without the presence of the class teacher and to use their own initiative to plan, organise and manage activities and tasks, which reflect their specific curriculum expertise, knowledge and understanding

Person specification

Effective communication	Essential
Ability to adapt or modify interactions to meet pupil needs	Essential
Ability to summarise and present information from observations of pupil performance	Essential
Effective time management, planning and collaboration	Essential
Ability to provide a structured activity within a group setting	Essential
Group dynamics and how to apply them	Essential

Obtain and interpret information on pupils' literacy/numeracy skills, individual learning targets and specific support needs	Essential
An understanding of the behaviour patterns that might indicate problems such as substance abuse, bullying or child abuse	Desirable
Ability to recognise the range and implications of factors that impact pupil behaviour	Desirable
Relevant GCSE, 'A' level or graduate qualifications or equivalent	Desirable
Active in wider community inclusion for children with special educational needs and an interest in developing a career in education.	Desirable

Accountabilities

Strategy	<ul style="list-style-type: none"> ■ Support the ELAT vision, mission and values. ■ Contribute to the trust's mission of continuous improvement. ■ Contribute to the communications strategy.
Planning	<ul style="list-style-type: none"> ■ Plan, organise and manage activities and tasks, which reflect specific curriculum expertise, knowledge and understanding. ■ Manage groups or individuals from a class without the presence of the class teacher
Delivery	<p><u>Support for pupils:</u></p> <ul style="list-style-type: none"> ○ provide appropriate levels of individual attention, reassurance and help for pupil(s) needs as identified in Individual Education/Healthcare Plans ○ support pupil(s) access to the curriculum, their learning in particular lessons and their progress towards specific individual targets ○ support pupil(s) access to the curriculum by differentiating instructions and resources ○ foster pupil independence through improvement in their knowledge, skills, understanding and behaviour ○ provide information, advice, encouragement and direction to pupils about their behaviour within the agreed framework of school and departmental policies on discipline and behaviour ○ support behaviour management at the beginning and end of lessons and during lesson transfer ○ where necessary and under the direction of the teacher, act as an escort on and off school premises, this may include situations where the teacher is

not in the immediate vicinity or immediate sight and in accordance with the School Visits Policy

Support for the teacher(s):

- prepare materials of the quality and quantity specified by the teacher
- ensure that teachers are aware of the specific learning needs and targets of identified pupils
- help pupils to select equipment and materials relevant to their learning tasks and to use these safely and correctly
- report uncharacteristic behaviour patterns in individual pupils and incidents of inappropriate behaviour to the class teacher
- conduct the start and/or the end of lessons to the plan agreed with the teacher
- in the presence of the teacher, supervise the class whilst the teacher works with specific groups of pupils or individuals
- teach Learning Progress Units (LPUs) to groups of pupils (under the direction of the teacher)

Support for the school/department:

- attend all and any meetings as appropriate
- support school and national tests and examinations by invigilation and/or acting as a reader or amanuensis as necessary
- support and assist in the administration of NFER and CAT assessments
- contribute effectively to the review of team practice, identifying and sharing information on opportunities for improvement or (subject) weaknesses
- demonstrate a willingness to share information and expertise, which could benefit other team members in their work
- give clear, accurate and complete information to other teaching assistants, teachers, other professionals and the SENCO as needed, to support effective learning
- actively encourage the development of positive relationships and promote confidence about the care and education of their children during contact and communications with parents, passing on any information given by parents to the appropriate staff member within the school
- promptly report any difficulties in communicating with parents and carers to the class teacher/SENCO

Support for the curriculum

- agree with the class teacher the curriculum plans and learning programmes and obtain and use equipment and materials appropriate to the learning objectives and pupils' development needs
- give support as needed to help pupils develop skills in the use of ICT
- obtain accurate and up-to-date information on pupils' literacy, current reading ability, their writing skills and oracy and language development

	<ul style="list-style-type: none"> ○ deploy specific (to be agreed) subject curriculum knowledge, understanding and expertise to support pupil(s) learning ○ agree appropriate learning support strategies with the teacher and obtain the resources needed to implement these strategies ○ promptly inform the teacher when a pupil is experiencing learning difficulties that cannot be resolved ○ respond to pupils' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self-images ○ provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs ○ monitor pupils' response to learning activities and, where necessary, modify or adapt activities to achieve the intended learning outcomes ○ provide an appropriate level of assistance to enable pupils to experience a sense of achievement, maintain self-esteem and self-confidence and encourage self-help skills <p>use appropriate strategies for challenging and motivating pupils to learn</p>
People Management / Organisational Development	<ul style="list-style-type: none"> ■ To fully take part in the trust's performance management system. ■ Take part in CPD activities, as necessary.
Information Management and Reporting	<ul style="list-style-type: none"> ■ Support the maintenance of pupil records ■ Provide information to support pupil progress including information for pupil records, reports, Individual Education Plans and annual reviews
Data Protection	<ul style="list-style-type: none"> ■ All staff have a responsibility under the 2018 (GDPR) Data Protection Act to ensure that their activities comply with the Data Protection Principles. Staff should not disclose personal data outside the Trust's procedures, or use personal data held on others for their own purposes.
Health and Safety	<ul style="list-style-type: none"> ■ Hold responsibility to avoid action that could threaten the health or safety of themselves, other employees, customers or members of the public.
Good Citizenship	<ul style="list-style-type: none"> ■ Hold personal accountability in ensuring continual focus on enhancing the staff and pupil experience through actions, words and behaviour. Our pupils are the most important members of our institution and must be treated as such.

Key Stakeholders	Pupils, Staff, Academy SLT, Trust SLT, Trust Board, LGC Members, Parents, guardians and members of the interested public, relevant authority bodies.
Trust Values	Passion, Respect, Inclusion, Challenge, Openness