

**JOB DESCRIPTION & PERSON SPECIFICATION**

**L2/3 TEACHING ASSISTANT for KS3 SEND Resource Base**

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| **Job Title: L2 /3 Teaching Assistant for KS3 SEND Resource Base (RB)****Work Location**: Academy Based **Reports to**: Lead Teacher(s)**Grade**: G4, SCP 6-11 (Dependent on qualifications and experience.) **Hours of work**: 32.5 hours per week, term time only + 5 INSET days. 8.30 to 3.30pm**Accountable to:** Principal**Responsible to:** Lead Teacher/ SENCO / Assistant Principal SEND / Vice Principal Inclusion |

**General Duties**

**Leadership & Strategy**

**Responsible to: The Principal**

1. Work under the instruction/guidance of lead teacher / SENCO /senior staff, to undertake work, care and support programmes, to enable access to learning and support for students in the resource base.
2. Assist the teacher in supporting student progress and attainment by positively focused management of students within the classroom and via focused small group support / individual support, as required.
3. Work with students may be carried out in the classroom (teaching) or outside the main teaching area (interventions / lesson support).

 **Duties and Responsibilities:**

* Dedicated, one to one academic support and care, small group/intervention work and supporting students within the classroom/base to meet student behaviour and curriculum needs for students who currently find mainstream lessons a challenge due to cognition and learning needs.
* Liaising with teaching staff in the development and delivery of a differentiated and bespoke curriculum to suit the needs of these learners.
* To support the teacher to deliver sessions to students and differentiate work accordingly.
* Support the teacher in creating and differentiating resources/activities to meet the needs of the learners as required to support the development of an appropriate curriculum to meet the needs of specific learners.
* Promote effective strategies for the acquisition of social, behavioural and emotional skills across the team and with students.
* Promote effective strategies for the acquisition of increasing levels of competence in academic studies, including literacy, numeracy and to ensure appropriate access to the curriculum, supporting as appropriate.
* Work with colleagues at faculty/subject and classroom level and help produce classroom resources to support such partnerships for students in the resource base. This includes annotating subject Schemes of Work / lesson plans / student materials, so that they are socially and culturally inclusive and identify and address any learning needs of students with the provision of appropriate differentiated work including for students with SEND needs.
* Play a full part role in the subject and Academy’s assessment recording and reporting processes and ensure accurate records are kept of the educational and social development of students assigned in their care.
* Use data to identify students for support, track, monitor and record interventions and feedback to staff, students and parents regarding progress.
* Establish and foster effective and positive relationships with other faculties/subjects where appropriate, liaising with colleagues in both academic and pastoral areas – identifying support / interventions required.
* Share information about the students that will support teachers in meeting the needs of these students.
* Implement local and national learning strategies e.g. literacy, numeracy, KS3, and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
* Determine the need for, prepare and maintain general and specialist equipment and resources.
* Where required, support colleagues across the academy when working with students with SEND needs.
* Attend Academy based/faculty/subject and other INSET to develop professional skills and keep abreast of current development within subjects.

**Support for Students:**

* Support students’ learning within the resource base and where appropriate across the curriculum, as well as setting challenges and demanding expectations, promoting self-esteem and encouraging them to become independent, co-operative and collaborative learners.
* Have an understanding of teaching, learning and support for SEND students and plan for at least expected progress for all students.
* Use specialist (curricular/learning) skills/training/experience to support students and assist with the development and implementation of Health Care Plans, as required.
* Promote inclusion and acceptance of all students within the classroom, regardless of prior conduct.
* Support students whilst recognising and responding to their individual needs and encourage students to interact and work co-operatively with others and engage all students in activities
* Promote independence and employ strategies to recognise and reward achievement of self-reliance.
* Attend to the students’ personal needs and implement related personal programmes, including behavioural, social, health, physical, hygiene, first aid and welfare matters as required.
* Establish productive working relationships with students, acting as a role model and setting high expectations: challenging and supporting inappropriate behaviours, maintaining a positive outlook.
* Under the direction of the teacher in the base, undertake activities with individuals, or small groups of students independently, in order to facilitate their physical, emotional and educational development within a safe environment.
* Work to establish a supportive relationship with the students, parents and external agencies concerned in order to facilitate effective communication and partnership between the Academy and home.
* Contribute to assessing students’ progress and support them in reviewing their own learning and social skills.
* Identify, support and help remove barriers to students’ learning and behaviour.
* Promote the well-being and resilience of the students and safeguard the welfare of the students at all times.
* Provide feedback to students in relation to progress and achievement under guidance of the teacher.
* Support the transition of students who require additional support from KS2, home and into mainstream lessons, where appropriate.
* Support students to access extended school activities.
* Promote good student behaviour, dealing promptly with conflict and incidents in line with the established policy and encourage students to take responsibility for their own behaviour, through positive discussions, mentoring and communication with external agencies, home and any other relevant professionals.
* Be aware of and support difference and ensure all students have equal access to opportunity to learn and develop, within mainstream (where appropriate) and beyond the curriculum.

**Other support for teachers but not limited to:**

* Create and maintain a purposeful, orderly, supportive, appropriate and safe environment within the SEND Hub or when supporting students in classrooms.
* Support the planning of lessons/materials, evaluating and adjusting lesson/work plans as appropriate based on EHCPS and Pupil Passports.
* Assist with the display of students’ work and create an exciting, stimulating and safe working environment.
* Administer routine tests and invigilate exams and undertake routine marking of students’ work in line with the Academy’s Marking Policy.
* Provide clerical/administrative support e.g. photocopying, typing, filing, administer coursework, etc as needed.

**Working within the Academy:**

* Maintain a professional approach at all times.
* Support and maintain collaborative, productive working relationships with Academy staff and professionals from outside agencies.
* Contribute to and support the work of the faculty and be willing to support other faculties/departments where competencies/experience are required.
* Undertake any other duties commensurate with the post as allocated by your line manager or a member of the Senior Leadership Team.
* Remain punctual at all times and be responsible for your own time management.
* All members of staff are required to uphold the Academy’s policy in respect of Child Protection, Safeguarding Matters and Social, Emotional and Mental Health awareness.
* Contribute to the overall ethos / work / aims of the Academy.
* Attend and participate in relevant meetings/training as required, within normal contractual hours and sometimes beyond these hours as prior agreed with your Line Manager.
* Assist with the supervision of students out of lesson times, including before and after school and at lunchtime through negotiation / in agreement with line manager.
* Assist teachers in the supervision of students out of school hours learning activities including educational visits, trips as agreed within hours or agreed changes to hours and take responsibility for a group under the supervision of a teacher.
* This job description will be reviewed at least once a year and may be subject to modification at any time after consultation with the post holder in line with the needs of the Academy.
* All members of staff are required to support and encourage the Academy’s ethos, values, objectives, policies and procedures as agreed by the Trust Board.
* All members of staff are required to participate in the Academy’s Appraisal Scheme

**Health and Safety (Including First Aid)**

* Ensure the Health & Safety Policy, Fire procedures and First Aid Policy are always implemented by themselves and others.
* Undertake Health and Safety Training/qualifications and First Aid at Work Qualification as required and keep these up to date. Deal with First Aid incidents according to the First Aid Policy.
* Carry out the required checks to enable the identification of hazards and risks and report using Academy systems.
* Be familiar with the Risk Assessments/EHCP/HCP needs of all students within the base and ensure these are adhered to and provide information to the Lead teacher to update as needed and provide feedback to advise on adjustments/amendments to Risk Assessments/EHCP’s/HCP’s as needed.

**Safeguarding**

Joseph Leckie Academy is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by Joseph Leckie Academy. Any safeguarding or child protection issues must be acted upon immediately by informing the Designated Safeguarding Lead or DDSL.

Employee Signature……………………………………………………………………………………………………………. Date……………………………….

Print Name (Employee)…………………………………………………………………………………………………………………………………………………

Employer Signature……………………………………………………………………………………………………………. Date………………………………..

Print Name (Employer)………………………………………………………………………………………………………………………………………………….

Job Title…………………………………………………………………………………………………………………………………………………………………………

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| N:\High Res White Border.fw.png Personal Specification  L2-3 Teaching Assistant (Key Stage 3 Resource Base) |  |
| **Criteria** | **Essential (E)****Desirable (D)** | **Source****(see below)** |  |
| Qualifications and Experience |  |
| GCSE or equivalent English grade C or Level 4/5 or equivalent | E | A |  |
| GCSE or equivalent in Maths grade C or Level 4/5 or equivalent | E | A |  |
| TA qualification or other relevant/equivalent qualifications | E | A |  |
| Recent experience of working in a Primary and/or Secondary School | E | A, I, R |  |
| SEND-related experience / qualification / experience  | D | A |  |
| Experience in working with students to achieve positive outcomes, especially in relation to cognition and learning | D | A, I |  |
| Experience and impact within SEND / SEMH / AP provision / support  | D | A,I |  |
| Professional Experience and Practice |  |
| Recent experience and impact in raising students’ attainment andprogress in a school (core or other areas). | D | A, I, R |  |
| Ability to teach/support small groups in Numeracy and Literacy skills | E | A, I, R |  |
| Confidence in dealing with students across different age ranges at KS2-4, especially to support cognition and learning needs | E | A, I, R |  |
| Demonstrate an understanding and proactive approach to safeguarding, equal opportunities, health and safety and other policies and practices | E | I, R |  |
| First Aid knowledge/experience and/or qualification or willingness to undertake regular training and First Aid qualification. | E | A, I, R |  |
| Ability to teach/support small groups in basic skills and core and practical subjects | E | A, I, R |  |
| Confidence in dealing academically and pastorally with students across different age ranges particularly at KS2-4 | D | A, I, R |  |
| Ability to deal with a range of student needs / behaviours positively  | E | A,I,R |  |
| Knowledge and Skills |  |
| Demonstrates a passion for learning and working with children  | E | A, I, R |  |
| Articulate commitment, passion and vision for supporting students to excel in their learning | E | A, I, R |  |
| Training in one or more relevant strategies e.g. literacy and/or in particular curriculum or learning area e.g. bilingual, sign language, dyslexia, ICT, maths, English, ASDAN, SEMH etc. | D | A, I, R |  |
| An understanding of whole school literacy/numeracy/sciences | D | A, I, R |  |
| Demonstrates outstanding ability to work well in collaboration withothers | E | A, I, R |  |
| Outstanding inter-personal and communication skills with students,colleagues and parents – positive in outlook | E | A, I, R |  |
| High level organisational and management skills | E | A, I, R |  |
| Motivates and inspires students, staff and parents | E | A, I, R |  |
| Knowledge of and ability to manage assessment, recording and reporting | E | A, I, R |  |
| Knowledge and use of Arbor, Class Charts and/or other data management systems to support students in their learningmonitor students well-being and progress in relevant subjects | D | A, I, R |  |
| Ability to support students’ needs in terms of supporting with the planning and differentiation and supporting the delivery of SMSC, FBV, Literacy, numeracy, careers, well-being and other elements within the area | E | A, I, R |  |
| Good organisational and/or practical skills to support with equipment and sources prior, during and after the lessons/sessions. | E | A, I, R |  |
| Evidence of supporting and delivering a range of extra-curricular /enrichment/other opportunities for students within and beyond the classroom | D | A, I, R |  |
| Evidence of dealing/supporting with classroom day to day issues andsupport for other colleagues  | E | A, I, R |  |
| Strong ICT and Literacy skills | E | A, I, |  |
| Evidence of supporting students positively in their current role | E | A,I,R |  |
| Personal Attributes and Qualities |  |
| Personal impact, presence and ability to inspire and maintain highexpectations of students and staff alike | E | I, R |  |
| Adaptability to changing circumstances | E | I, R |  |
| Enthusiasm, resilience, reliability and integrity | E | I, R |  |
| Tact and a good sense of humour | E | I |  |
| Ability to work under pressure and meet deadlines | E | I, R |  |
| High commitment to challenge students to achieve their potential | E | I |  |
| Approachable and caring | E | I, R |  |
| An ambition for further professional and career development | E | I, R |  |
| Dealing sensitively with staff, students and stakeholders | E | I, R |  |
| Personal impact, presence and ability to inspire and maintain highexpectations of students and staff alike | E | I, R |  |
| Have a flexible approach and be willing to work additional hours if required through agreement | E |  I, R |  |

A = Application Form R= Reference I = Interview

June 2025

