

**MOULTON SCHOOL**



**AND SCIENCE COLLEGE**

**TEACHING ASSISTANT - LEVEL 3**

31.25 hours per week - 38.6 weeks per year

(38 weeks term time + 3 Training Days)

Salary range Grade F Point 6-7 (£19,698 - £20,092)

£14,418 - £14,706 (actual salary)

**Reports to:** Deputy SENDCo & SEN Dept Manager

**Core Responsibilities:**

* To work under the direction on the SENDCo and Head of Inclusion within the Special Educational Needs Department.
* To work under the direction of the classroom teacher when supporting the pupil with special educational needs in the classroom.
* To supervise pupils and carry out day-to-day tasks within the inclusion department.
* To support the implementation of department policies and initiatives.
* To support a named student as a 1:1 in lessons to help them keep up with their studies
* Adapting and preparing resources by enlarging work (a knowledge of braille is not essential)
* Organisation of resources in advance of the lessons
* Liaise with staff to provide suggestions and support with how best to teach the student
* Provide advice on the visual impairment and model specialist techniques
* Upkeep of technology and resources
* Exam Access Arrangements for the student
* Monitor the learning environment and school site, advising staff of changes needed and offering advice to maintain high levels of health and safety
* Ensure student safety in practical activities and lessons
* Support with the pastoral care of the student, showing appropriate levels of confidentiality, sensitivity and emotional support
* Promote independence in the student
* Accompany on school trips when necessary
* Work in partnership with the Sensory Impairment Service and their specialist teachers
* Work in partnership with the school SEN department
* Support their transition to Post-16.
* To work under the direction of and provide regular feedback to the Deputy SENCo
* To contribute to Annual Reviews for the student
* Promote inclusion and equality of opportunity
* Be familiar with and follow school systems and procedures
* If necessary, to support the student with personal care.

**General Support for Pupils:**

* Support pupils to complete lesson tasks to the highest possible standard as independently as possible.
* Establish productive working relationships with pupils, acting as a role model and setting high expectations of behaviour and presentation.
* Support pupils consistently whilst recognising and responding to their individual needs.
* Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
* Provide feedback to pupils in relation to progress and achievement.
* Work independently to monitor pupil outcomes against their respective learning plans.
* Keep detailed notes on progress to be used as evidence for the Annual Review process.
* Create a positive working relationship and environment conducive to effective learning for children with SEN.
* Promote the inclusion and acceptance of all pupils within the classroom.
* To lead the support for students removed from general circulation for behaviour or intervention.
* Promote independence and employ strategies to recognise and reward achievement of self-reliance.
* Develop a details understanding of the SEN needs of students in the school, leading and developing this understanding within the TA team.
* Participate in training, other learning activities and professional development as required.
* Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety, confidentiality and data protection.

**Support for the School****:**

* To ensure all paperwork and logs with regards to the child are routinely maintained to a high standard.
* To ensure familiarity with new and emerging school systems to facilitate effective implementation.
* To form and maintain good working relationships with all school staff whom assist in the smooth running of the SEN department.
* To work closely with the year teams in order to maintain communication about the pupils’ needs and progress.
* Become familiar with the school systems and staff structure to support in completing tasks that fall outside of the department remit.
* To adhere to and maintain the department and whole school ethos.
* To work collaboratively with staff to achieve positive outcomes for pupils.
* To maintain the resources and learning materials within the SEN department.
* To have an understanding of special educational needs and disabilities as defined in the SEND Code of Practice 2015.
* To be responsible and accountable for carrying out the post with regard to the school’s Safeguarding Policy.

**THIS JOB DESCRIPTION** reflects the major tasks to be carried out by the post holder and identifies a level of responsibility at which they will be required to work. In the interests of effective working, the major tasks may be reviewed from time to time to reflect changing needs and circumstances. Such reviews and any consequential changes will be carried out in consultation with the post holder. Ensure that reasonable care is taken at all times for the health, safety and welfare of yourself and other persons, and comply with policies and procedures relating to health and safety within the school. Demonstrate awareness/understanding of equal opportunities and other people’s behavioural, physical, social and welfare needs.

To carry out any other duties which fall within the broad spirit, scope and purpose of this job description.

Duties may be subject to periodic review by the Head Teacher and/or SENDCo (in consultation with the post holder) to reflect the changing work composition of the School or to reflect changing learner needs.

**PERSONNEL SPECIFICATION**

**TEACHING ASSISTANT LEVEL 3**

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| **CATEGORY ITEM** | **ESSENTIAL** | **DESIRABLE** |
| Experience | * Work as a Teaching Assistant. * Understanding and experience of working with students in an educational setting * Understanding and experience of children’s learning and development | * Work as a Level 3 TA. * Administrative roles * Knowledge and experience of visual impairments |
| Education and Training | * Level 2 in English and Maths * Proficient in the use of technology * Knowledge of the Special Needs Code of Practice 2015 | * Qualifications at Level 3 * SEN qualifications. |
| Aptitudes | * Ability to set high standards and motivate students. * Ability to work co-operatively. * Ability to develop resources. * Ability to relate and communicate well with students * High levels of organisation * Willingness to learn and participate in additional training and professional development * Ability to work as part of a team * High standard of professionalism * Ability to work independently, using own initiative * Ability to maintain confidentiality and follow child protection procedures * Confidence and ability to communicate with staff and others |  |
| Disposition | * Committed and enthusiastic. * Shows initiative. * Co-operative and flexible. * Empathy with students of all abilities and dispositions * Suitability to work with children * Commitment to inclusion * Sense of humour. |  |

**Sept 2021**