



## **Specialist Teaching Assistant Job Description**

**Grade 3 – (SCP 4 to 6)**

*Whilst the line management arrangements vary from school to school, it is likely that the post holder will report to one of the following:*

**Class Teacher / SENCo / Headteacher / Assistant/Deputy Headteacher**

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### **Main purposes of the job**

- To work under the guidance of the class teacher in the planning and implementation of work programmes with individuals or groups of pupils with identified needs.
  - To provide general support to the class teacher in the management and organisation of pupils with special needs in the classroom.
  - To assist the teacher in creating and maintaining a purposeful, orderly and supportive learning environment.
  - To promote the inclusion of all pupils, ensuring they have equal opportunities to learn and develop.
  - To work independently when required, responding to unexpected problems, and creating solutions.
  - To undertake a range of more specialised tasks to support learning.
  - To be responsible for promoting and safeguarding the welfare of children and young people within the school.
  - To promote and contribute to the achievement of both the Trust and school's aims and values.
  - See also Teaching Assistant Professional Standards Document.
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### **Main responsibilities and tasks**

**(in addition to the responsibilities and tasks outlined in the 'Teaching Assistant' Job Description)**

#### **Support for pupils**

1. To support working relationship with the pupils, acting as role model and setting high expectations.
2. To support pupils who have a wide range of special needs using agreed strategies to assist with complex learning requirements.
3. To meet the personal and physical needs of pupils such as feeding, toileting and assisting with mobility as necessary whilst encouraging their independence.
4. To support pupils with special educational needs through the delivery of specific learning programmes and to contribute to setting individual education plan (IEP) targets and to IEP reviews.

5. To facilitate pupils' access to specialist provision as indicated by statement of special needs.
6. To encourage pupils to interact and work co-operatively, ensuring all pupils are engaged in activities.

### Support for the teacher

7. To work closely with the teacher and SENCo to assist in the planning, development, and delivery of all areas of the curriculum. Assisting in planning and implementing specialist sessions as required including therapy.
8. To work under supervision of the class teacher to support the learning, social, emotional, and physical development of the pupils.
9. As required, to prepare the classroom/outside areas for lessons, ensuring that specialist resources and equipment are available as necessary and cleared away at the end of the lessons as appropriate.

### Support for the school

10. To comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, SEN/Inclusion and data protection, reporting all concerns to the appropriate named person.
11. To liaise with parents/ carers or agencies involved in supporting development of special needs pupils.
12. To model sessions to school support staff and assist in creating high quality resources for the team.
13. To attend relevant meetings and participate in training opportunities and professional development as required. To self-evaluate personal learning needs and actively support learning opportunities.
14. To provide support for pupils' emotional and social needs by encouraging and modelling positive behaviour in line with school policy.
15. To accompany the competent lead and pupils on visits, trips and out of school activities as required and to take responsibility for special needs pupils under the supervision of the teacher.
16. To act as the competent lead where the HT has deemed appropriate for small groups on visits, trips and out of school visits as required.
17. To work within the ethos of the school to support, develop all pupils regardless of ability, education, behavioural, social, or emotional needs.
18. To assist with the general pastoral care of special needs pupils, including helping pupils who are unwell, distressed or unsettled.
19. To adhere to school health and safety policy including risk assessment and safety systems.
20. To play a full part in the life of the school with regard to supporting lessons, pastoral care, curriculum enrichment activities and building positive relationships with pupils and staff alike.
21. To adhere to school policy on equality and diversity.
22. To adhere to all Trust and school policies and procedures (list shared at induction).

## Support for the curriculum

17. To assist in the development of basic Literacy, Numeracy, and ICT skills where appropriate and support the use of these learning activities as directed by the class teacher.
18. To help adapt and plan the development of resources necessary to assist in learning activities of children with special needs, taking into account pupils' interests, language and cultural backgrounds.

## Safeguarding Responsibilities

19. To understand the safeguarding responsibilities which are part of your employment and your role.
20. To adhere to all safeguarding policies and procedures at all times (both Trust and statutory).
21. To act and always be seen to act in the child's best interests.
22. To avoid any conduct which would lead any reasonable person to question your motivations and intentions.
23. To take responsibility for your own actions and behaviour.
24. To undertake and complete all safeguarding training as required and to ask questions if you do not understand your responsibilities.

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The duties and responsibilities of any post may at the discretion of the Headteacher change from time to time and post holders may be expected to carry out other work not explicitly mentioned above which is considered to be appropriate to the existing level of responsibility vested in the post.

Each Orwell Multi Academy Trust school is organised differently, and the range of duties carried out at this level will be different in each school. Some jobs may carry out a diverse range of duties whilst others maybe engaged on a narrower range of tasks.

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<b>Signature of Headteacher:</b> .....	<b>Date:</b> /        /
<b>Signature of post holder:</b> .....	<b>Date:</b> /        /

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