

Grading

Job Description and Employee Specification

<u>Job title:</u> Specialist TA Support	<u>Service area:</u> Education
<u>Post number:</u>	<u>Division:</u> Schools
<u>Grade:</u> 5	<u>Section/team:</u> Support Staff
<u>Overall purpose of job:</u> To support students in overcoming individual barriers to learning by accessing learning opportunities aimed at raising their standards of achievement, social development and self-esteem within an area of expertise (as identified). To provide a service to school based staff and other external agencies that compliment education and impacts on the life chances of young people. Post holders will be expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility.	
<u>Main responsibilities:</u> 1. To work in partnership with school staff to deliver effective support programmes of activity; within their given specialities to be incorporated into universal classroom support. 2. To develop a 1:1 mentoring relationship with pupils identified needing support (when required) within the given specialism. 3. Implement therapy support as and when required. 4. To ensure student records are maintained. 5. To devise, implement and evaluate individual programmes of support demonstrating impact through written case studies. 6. To support pupils identified as underachieving in order to maximise their full learning potential. 7. To invigilate examinations as required.	

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8. To lead training and cascade staff CPD within area of expertise.
9. To supervise students learning activities during the absence of a teacher.
10. To be responsible for the sharing of information, where appropriate, working within current legislation (e.g. Child Protection Framework).
11. To uphold school ethos, rules and regulations
12. To implement successful all school policy and practice (including student records) and strategies for individual plans.
13. To deliver personal and pastoral support to students.
14. To report to parents as necessary of their child's learning/progress
15. Collation of case studies termly demonstrating impact of role.
16. Support personal care and undertake inclusive care as and when required.
17. To administer medication, following policy, as required.

Knowledge, skill and experience:

- An awareness of the education process
- High level of inter-personal skills including effective communication, advocacy and mediation skills with students and colleagues at all levels of the organisation
- Multi-agency working (IAG, EWS, Health Workers, Social Workers)
- Ability to work as part of a team
- IT skills
- Good organisational skills
- Excellent time management skills
- A deepening knowledge of the specialist area as identified for the specific role (e.g. autism/behaviour/intervention/curriculum area)
- High level of English and Mathematics examination e.g. GCSE C or above

Creativity and innovation:

- The post holder will be regularly responsible for devising and delivering a range of imaginative and innovative approaches within their specialist area such as;
 - Devising programmes to engage pupils
 - Specific strategies – pupils needs

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Contacts and relationships:

Head Teachers/Line Managers (daily)

- Sharing of information and receiving guidance on appropriate student targets, assessing student progress and the effectiveness of the support in place

Students (daily)

- Supporting and enabling them to make good or better progress

Support staff and external agencies (EWO's, IAG, SENSS) (ad-hoc)

- Provide progress information as appropriate

Parents and Carers (ad-hoc)

- To review pupil progress and to assist parent's understanding their role in supporting the student to enable him/her to achieve set targets

Decision making:

- The post holder will make day-to-day decisions aimed at supporting students in overcoming barriers to their learning
- Whilst the post holder will have some autonomy in making decisions as indicated above major issues around policy, procedure and appropriate support to pupils will be made in consultation with key staff
- Make daily safeguarding decisions

Responsibility for resources:

Financial resources:

No responsibility for financial resources.

Physical resources:

No responsibility for physical resources off the school site.

WORK ENVIRONMENT

Work demands:

- The post holder will be required to ensure that the work required is completed within set timescales

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Physical demands:

- Normal physical effort
- Occasional Team Teach

Working conditions:

- The majority of work undertaken by the post holder will be undertaken in a school environment, some outside learning may be included.

Work context:

- Working with pupils/parents
- Challenging behaviour
- Supporting staff

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Position in organisation:

Indicate how many staff the post is directly accountable for:

Are posts in more than one location? Yes ☐ No ☒

Is the supervision/management shared with another post in the structure? Yes ☐ No ☒

Please indicate which post(s) _____

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POST NUMBER	JOB TITLE	Specialist TA Support	HOURS PER WEEK	34 Term time + Training
		ESSENTIAL		HOW MEASURED
EXPERIENCE		• Experience of working with children specialist settings • Experience in the use of ICT • Experience of successfully using PBSPs • Experience of working with leaders to proactively improve student engagement • Experience of developing and creating simple educational activities • Expertise in working with pupils with attachment challenges and barriers to learning		Application/Expression of interest/ References/Interview process
EDUCATION, TRAINING AND QUALIFICATIONS		• GCSE grade C or above in English and Maths or equivalent		Application/Certificates

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SKILLS AND KNOWLEDGE	• Time management & organisational skills • Knowledge of child development & children's personal development needs • Knowledge of the implications of common disabilities in children for teaching & learning at school and for families of pupils • Knowledge of strategies which promote good behaviour & discipline • Knowledge of education policies • Knowledge of Health & Safety • Understanding of a range of behaviour strategies appropriate to specific needs	Application/Expression of interest References/Interview
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	ESSENTIAL	HOW MEASURED
PERSONAL QUALITIES	• Ability to work with others • Ability to coach others • Ability to use own initiative • Willingness to learn new skills • Ability to be flexible • Ability to work in conjunction with class teacher in potentially disruptive situations • Willingness to undertake training • Sense of humour • Empathetic to individual needs • Approachable • Resilient	Application/Expression of interest/ Interview/Reference/DBS check /Observation
WORKING ARRANGEMENTS	• Able to work under the direction of others • Ability to work with colleagues to meet the learning needs of pupils	Application/Expression of interest/Interview/Reference/ DBS check

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	• To help teachers and Headteacher maintain the learning environment • Ability to participate fully in planned physical interventions, in pupil personal care routines, and in moving & handling pupils with physical disabilities safely • Following recognised procedures • Meet deadlines • Flexibility to take on other tasks as required • Role model good practice • Ability to disseminate training to colleagues • Ensure monitoring/reviewing paperwork is up to date • Take the lead role in meetings	
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The post is subject to:

- Disclosure of convictions under the Rehabilitation of Offenders (Exemption) Act 1974 **Yes** ☐ **No** ☐
- Political restriction **Yes** ☐ **No** ☐
- The ability to speak fluent English under the Immigration Act 2016 **Yes** ☐ **No** ☐

Employee:

(signed) _____ (print) _____ Date: _____

Manager:

(signed) _____ (print) _____ Date: _____