

Job description

Job title: Classroom Teaching Assistant (Supervisory)
Job ref: XS 10.2
School:
Grade: Dorset Grade 7
Reports to: Head of SEN/SENCO / Head of Learning Resource Base / PTA

Main job purpose

1. Responsible for supervision of a number of teaching assistants, who together form a team allocating duties and providing absence cover as requested. The postholder is responsible for the overall supervision of the team. Supervision and direction of TAs within the classroom is the responsibility of the teacher. These supervisory duties specified are additional to the general responsibilities of a Classroom Teaching Assistant.
2. To assist the SENCO/PTA to promote pupils' academic, social and emotional development through the development and implementation of programmes of pupil work and support (individual and group) and in the provision of a stable, caring and supportive learning environment; to enable pupils to achieve their full learning potential and facilitate their personal, academic, social and moral development.
3. There may be a Special Needs input to support pupils in activities. Support is both on a one to one basis and in groups, to pupils with disability, learning difficulties or behavioural problems. This may include pupils with a high learning ability ('gifted/talented'). This Job Description is directed towards a Supervisory Teaching Assistant role.

Main responsibilities and duties

- To support the teaching and learning processes.
- To assist the SENCO/Principal TA (PTA) in developing, implementing and managing individual/group pupil learning strategies aimed at the
 - Management of pupil behaviour
 - Establishing and maintaining of relationships with individual pupils and groups in support of pupils in learning activities
 - Continuous review and development of the postholder's professional practice and that of their team
 - Inclusivity of pupils with identified SEN needs
- To lead and supervise a team of classroom teaching assistants

Under the guidance or direction of the teacher:

- To develop, maintain and apply knowledge and understanding of pupils' general and specific learning needs. To ensure that support is given to them at an appropriate level. Teaching support is delivered individually and in groups through a range of tasks, mainly:
 - Supporting and directing literacy and numeracy tasks, clarifying and explaining instructions
 - Focus support in areas needing improvement both academic and social.
- To support the use of ICT in the classroom and work with and support pupils to ensure they are able to use ICT and other specialist equipment to enhance their learning.
- To motivate and encourage pupils to concentrate on and fulfil the tasks set.



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- To undertake learning activities with pupils of varying abilities to ensure differentiation and access to the curriculum.
- To seek to ensure the promotion and reinforcement of pupils' self esteem, appropriate levels of effort and behaviour and to guide pupils to become independent learners.
- To contribute to the assessment of pupils' learning, in particular with regard to Literacy, Numeracy, Science and ICT skills.
- To contribute to the implementation of the National and/or Foundation Curriculum and specific individual pupil targets and/or group targets.
- To assist teaching staff in the development of learning strategies, with the provision of teaching and learning resources and in the preparation and maintenance of a safe, secure and suitable learning environment.
- To assist in the development, monitoring and evaluation of programmes of work
- To upkeep data files, catalogue resources, maintain inventories, photocopy, record TV programmes and use I.T. systems for administration and educational purposes.
- To contribute to and assist in the development and monitoring of systems for review and recording of pupils' progress, both academic and social.
- To assist in the preparation, organisation and maintenance of classrooms and their equipment, including assistance with and creation of displays, make basic visual aids, art and craft materials, mount and display pupils' work.
- To assist teachers in timetabling of lessons and curriculum as required.
- To assist in the preparation for educational visits, and where appropriate accompany/supervise students undertaking off-site activities.
- To attend and contribute to school staff meetings and in-service training within contracted hours or outside normal hours by agreement.
- To contribute to the process of school self review.
- To liaise with parents and other professional agencies in support of pupil's needs.
- To provide care and supervision of pupils within the classroom, within the school and outside of the school.
- To supervise pupils using cloakrooms, showers and toilet facilities. Supervise pupils in playgrounds and when entering and leaving using school transport.
- To assist in the supervision of Standard Assessment Tasks and tests / assessments as directed.
- To escort pupils to school or parental transport, home or to hospital as necessary and/or support in the integration/re-integration of the pupil.
- To develop an understanding of and provide for pupils' specific personal needs to ensure a safe learning environment. This may include providing some direct personal care, support and assistance to the pupil in respect of toileting, eating, mobility and dispensing medication.
- To assume sole supervision of groups of pupils. In exceptional circumstances this may include whole classes for short periods in the absence of the teacher, but only when it is essential for the teacher to leave a class.



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Additionally, under the overall direction of teaching staff the job may include some or all of the following duties, depending on the needs of pupils:

- Where a current First Aid qualification is held, in the absence of other medical facilities:
 - To maintain First Aid equipment and materials and dispense medicines in accordance with school policy.
 - To undertake First Aid
- Under the direction of Health Service professionals, to undertake activities in support of occupational, physio and speech therapy.
- Under the direction of teaching staff and, where appropriate, to assist in the development of Individual Education Plans (IEPs) for pupils with special educational needs and contribute to IEPs.
- To undertake a key worker role when required.
- To work with pupil groups, using a range of strategies to gain acceptance and inclusion of pupils with special educational needs.
- To monitor and support pupils/students/volunteers placed within the school on work experience programmes.
- Supervision of Teaching Assistant Staff
- To supervise a designated team of Teaching Assistants (TAs), in one or more locations, allocating duties and providing absence cover as required.
- To provide support to TAs in managing their workload and in dealing with the physical and emotional needs associated with the complex demands of pupils supported.
- To contribute to the assessment of performance and the appraisal of team members
- To assist in arranging and providing induction and further training in accordance with identified needs.
- Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.
- To identify, with TAs and teaching staff, specific staff training needs required to offer an effective service to pupils and support to the teachers and the school.

Knowledge & skills

Experience of working with children in an educational setting is essential.

Qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, to be numerate and literate, a team worker and to have good oral communication. Background knowledge of the Foundation and National Curriculum and School's procedures and policies.

Knowledge of pupils' individual targets and, where appropriate may require more specialised knowledge in specific curriculum areas.

Significant empathy with pupils who have additional or special educational needs. Where appropriate, to be prepared to undertake special skills training e.g. signing, to meet additional educational and communication needs.

A willingness to attend courses as required to enhance the knowledge, understanding and skills to improve the level and quality of support given to pupils and teachers is essential.

Sound interpersonal and supervisory skills, supported by recognised training are required to assist in supervision of staff and managing the resources available.

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Knowledge of legislation and regulations applicable to the support and care of pupils is essential in the supervision of TAs.

Supervision & management

Typically there will be a requirement to supervise directly a team or number of TAs under the overall management of the SENCO or PTA.

Problem solving and creativity

On a daily basis, within prescribed school guidelines and under the direction of the teacher, develop a range of strategies to engage individuals and groups of pupils, often with differing requirements, in the experience of learning and in their personal, social, health and moral education (eg a reward system appropriate to an individual pupil).

Additionally, creativity and innovation are needed to meet the special education and care needs of individual pupils, such as those with substantial physical disability, substantial emotional difficulties, regular exhibitions of challenging behaviour, including aggression.

A creative approach to supervisory duties, training and in supporting staff is required.

Within the agreed school policies, guidelines and rules, decide on when and how to apply a range of strategies for the benefit of pupils in relation to their education activities behaviour and care. These decisions often need to be made immediately to deal with the situation presented.

Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher.

Key contacts & relationships

Regular contact (daily) with the SENCO/PTA in determining the deployment of team members in the classroom and group/individual learning strategies and support

Contact with parents, classroom teachers regarding pupils' needs, progress and development including contact with outside agencies (eg Social Services) in the overall support to individual pupils development and care and the development of the inclusive learning agenda for schools.

Periodic attendance at SEN meetings to review progress against determined targets and pupil outcomes and to contribute to the development of strategies and support to teachers in the classroom.

Decision making

Use a variety of interpersonal techniques to establish supportive relationships with pupils, parents and carers.

There will be occasional interruptions. Deadlines will relate and be appropriate to the timetable being followed.

There will be often a need to make immediate decisions, without initial referral to teachers, in relation to immediate care, control and safety of pupils with special educational needs.

Decisions are made on the day to day deployment of TA staff within the team and associated resources, under the overall direction of SENCO and in consultation with teaching staff.

Working environment

The range of areas, number of classrooms/halls etc will depend on the particular school

Most of the working day is spent standing, with periods of crouching / bending to engage pupils in activities.



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Occasional substantial physical effort is required in providing assistance to pupils with significant physical disability. There may be an occasional need to physically lift pupils such as for safety or care needs and occasional unpleasant conditions relating to pupils' personal hygiene needs.

There are often physical risks associated with intervention in incidents of challenging behaviour, including aggression, which are encountered with pupils.

A normal school environment, although the job holder may be involved in external school activities, such as swimming and educational visits.

Equipment used will include photocopiers, computers, medical /sport /science /art /technology /home economics equipment and in the case of special schools additionally plus hoists, wheelchairs and minibuses.

While the level of pupil needs will vary from time to time, the job holder will be predominantly working with pupils who are especially difficult to engage in activities, may present more frequent behavioural problems and where the attention span presents greater challenges and a need for high levels of patience to attain pupils' individual targets.

Approval			
Prepared by	Chris Matthews	Date	December 2004
Designation	Pay and Reward Manager		

