



## JOB DESCRIPTION TEACHING ASSISTANT

*At Phoenix School, the education of our students is our first concern. All staff are accountable for achieving the highest possible standards in work and conduct. Staff are expected to act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up to date and be self-critical; forge positive professional relationships; and work with parents in the best interest of their students.*

**GRADE:** SCALE 3, TERM TIME ONLY, 32 HOURS PER WEEK  
**RESPONSIBLE TO:** CLASS TEACHER / PHASE LEADER & ASSISTANT HEAD

### PURPOSE OF THE POST:

To actively support neurodiverse and autistic children and young people, enabling them to access the curriculum, develop independence, and participate fully in school life.

### DUTIES AND RESPONSIBILITIES:

1. Support individual students and small groups, under the direction of the class teacher, using strategies tailored to their needs
2. To contribute to records for progress and achievements, as agreed with the class teacher
3. Participate in planning and adapting classroom activities, following school specific strategies (e.g. visual supports and structured teaching)
4. Help maintain an environment that supports learning and wellbeing for autistic pupils, including low-arousal and sensory-friendly settings
5. To provide care with regard to the physical welfare of children/students
6. To be able to support with personal care, swimming, PE and water therapy where needed across the day

### KEY ACCOUNTABILITIES:

1. Use a range of support strategies (e.g., visuals, alternative communication systems like Symbol Exchange (PECS), coreboard or signing)
2. To support the organisation of the learning environment, including the production, maintenance, and storage of resources
3. To meet regularly with the Class Teacher during contracted hours to discuss progress and to plan and review support, through weekly liaison meetings
4. To support and model the School values
5. Follow and actively support all school policies and procedures
6. Support playground activities, ensuring these are structured and supportive for all students
7. Support physical and emotional wellbeing, considering students' sensory profiles and regulation needs
8. To support teachers with class educational visits and trips during contracted hours
9. To actively participate in the school's performance management scheme, ensuring that performance standards/targets are set and met within the agreed time scale
10. Participate in regular training within the school, including neurodiversity-affirming communication and regulation strategies
11. To help and support with other similar duties commensurate with the grade provided such duties are within the competence of the post holder

## **ADDITIONAL RESPONSIBILITIES AND GENERAL REQUIREMENTS:**

- Undertaking any professional duties commensurate with the grade of the post, reasonably delegated by the Executive Head Teacher or Senior Manager.
- Participating in the school's appraisal and professional development arrangements, ensuring that objectives are set and met within the agreed time-scale.
- Attending and participating in relevant training (including training and development days), sharing the knowledge and ideas gained with colleagues.

## **VARIATION CLAUSE:**

1. This is a description of the job, as it is constituted at the date shown. It is the practice of the school to periodically examine job descriptions, update them and ensure that they relate to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the Executive Headteacher in consultation with the Post Holder.
2. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to the job description following consultation.

## **FLEXIBILITY CLAUSE:**

1. Other duties and responsibilities express and implied, which arise from the nature and character of the post within the school mentioned above or in a comparable post in any of the school's other sections or departments.

## **EQUAL OPPORTUNITIES STATEMENT**

To ensure equality of opportunity for all people in service provision and in employment, and to oppose strongly any form of discrimination.

# Person Specification



**GRADE:** SCALE 3, TERM TIME ONLY, 32 HOURS PER WEEK  
**RESPONSIBLE TO:** CLASS TEACHER / PHASE LEADER & ASSISTANT HEADTEACHER

1. A minimum qualification (e.g. Level 2/3 Maths and English or qualification in Supporting Teaching and Learning within the classroom and the wider curriculum,) or, a requirement of experience working with children/young people
2. Be punctual, reliable and work in a professional manner
3. Ability to work as part of a team supporting neurodiverse students, including autistic children and young people
4. The ability to communicate effectively with individuals and groups of children, teachers, parents and other members of staff
5. The ability to establish and maintain effective working relationships with teachers and other members of staff
6. The ability to accept and willingness to receive guidance from a range of professionals
7. Recognise the impact of sensory, emotional and cognitive processing differences in learning
8. Respect for individual differences and an affirming approach to supporting identity and strengths
9. Willingness to engage in professional learning
10. A sympathetic approach to parents and an understanding of the need for confidentiality
11. Flexibility to work with different age groups and adapt to varied needs and classroom environments
12. An understanding of, and sympathy with the values of the school