

Job Description

Job Title: Teaching Assistant

Location: Great Yarmouth Charter Academy

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| Job title | Teaching Assistant |
| Salary Scale | Support Scale D |
| Hours of Work | Full time - 37 hours per week |
| Weeks Worked | Term Time + 1 (39 weeks) |
| Responsible to | SEND Manager |
| Location | Great Yarmouth Charter Academy |

Main purpose of the role

- To work under the instruction/guidance of teaching/senior staff.
- To work within the overall ethos of the Academy.
- To undertake care and learning programmes and activities to support individuals or groups of pupils, including more specialised support for those with Special Educational Needs and Disabilities (SEND) or EAL (English as an Additional Language).
- To enable access to learning for pupils and assist the teacher in the management of pupils and the classroom.

Organisational relationships

- Reporting to the SEND Manager.
- Liaison with Trust staff, external specialists and stakeholders, parents, carers, visitors and volunteers.

Principal accountabilities and responsibilities

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| Overall | <ul style="list-style-type: none"> • Monitor SEND pupils' responses to learning activities and accurately record achievement/progress as directed and provide detailed and regular feedback to teachers on pupils' achievement, progress, problems, etc. • Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses, including delivering intervention programmes focussed on specific areas, such as literacy, numeracy, speech and language, emotional literacy or social skills • Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their behaviour. • Employ good classroom management skills including de-escalation techniques. • Assist with the supervision of pupils out of lesson times as required, e.g. , accompanying teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher. • Working with pupils on a one to one and group basis to ensure all have the ability to fulfil their potential. |
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| | <ul style="list-style-type: none"> • Provide support for specific pupils with SEND as directed by the Line Manager. • Provide support to pupils where English is not the first language as required. • Provide support to more able pupils as required • Liaise effectively with the DSL to ensure that pupil safeguarding needs are addressed as required. • Undertake training to be able to deliver specific interventions as directed. |
| Administration | <ul style="list-style-type: none"> • Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use, including supporting the use of ICT learning activities and developing pupils' competence in its use. • Support pupils during routine tests and external examinations as required • Plan and prepare resources to support small group activities. • Keep accurate records of support provided for individual pupils as directed by the Line Manager • Gather pupil views as part of termly reviews of SEND provision. |
| Personal Intimate Care / Medical needs | <ul style="list-style-type: none"> • In specific situations a Teaching Assistant could be requested to provide Personal and/or Intimate Care / support medical needs for a pupil. • Should intimate care / supporting medical needs be a requirement full training would be provided. |
| Safeguarding and Compliance | <ul style="list-style-type: none"> • Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. • Follow safeguarding recording and reporting requirements. |
| Equality | <ul style="list-style-type: none"> • Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop. |
| Personal Development | <ul style="list-style-type: none"> • Attend and participate in relevant meetings as required and participate in training and other learning activities and performance development as required. |
| Other | <ul style="list-style-type: none"> • Undertake other similar activities that may fall within the grade and scope of the post as directed by the Principal |

Employee commitments

All employees will commit to the following key areas:

- [The vision, values and key principles of the Trust](#)
- [Equality, Diversity and Inclusion](#)
- In any way possible, in accordance with the role, support students to achieve their potential
- In any way possible, in accordance with the role, improve standards of education
- [Support the inclusion agenda](#)

Performance Management

Participating in the Trust's arrangements for performance management, professional development and the Trust's arrangements for quality assurance and internal verification.

Context

All staff are part of the whole Trust team. Each individual is required to support the values and ethos of the Trust and Trust priorities as defined in the Trust Improvement Plan. This will mean focusing on the needs of colleagues, parents and students and being flexible in a demanding environment.

Miscellaneous

To undertake any further tasks which could be reasonably expected by the Trust. The Data Protection Act 2018 renders an individual liable for prosecution in the event of an unauthorised disclosure of information. The post is one that carries responsibility for the wellbeing and welfare of children and the post holder should be aware of this and the need to act accordingly. The Trust will endeavour to make any necessary reasonable adjustments to the job and the work environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

It is a requirement of the post holder to make positive efforts to maintain their personal safety and that of others by taking reasonable care, carrying out requirements of the law and following recognised codes of practice. The post holder is also required to be aware of and comply with policies on health and safety.

This is an Equal Opportunities post and is in accordance with the Trust's Equality and Diversity Policy. This job description can be altered, with the agreement of the post holder and will be reviewed on an annual basis. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

The Inspiration Trust is committed to protecting the welfare of children and young people. Due to the nature of this role, it will be necessary for the appropriate level of DBS (Disclosure and Barring Service) to be undertaken. It is essential you to disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of Section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (Amendments) Order 1986. Therefore, you are not entitled to withhold information about convictions which for other purposes are "spend" under the provisions of the Act.

| Person Specification | Essential | Desirable |
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| Qualifications | <ul style="list-style-type: none"> Good numeracy/literacy skills | <ul style="list-style-type: none"> NVQ 2 or equivalent in teaching assistance or equivalent experience Training in delivery of specific interventions, such as (but not limited to) Thinking Reading, ELSA, Zones of Regulation, Speech and Language support. |

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| | | <ul style="list-style-type: none"> • First Aid training in specific medical procedures |
| Experience | <ul style="list-style-type: none"> • Experience of working with or caring for children of relevant age | <ul style="list-style-type: none"> • Experience of working with pupils with SEND |
| Skills, Knowledge | <ul style="list-style-type: none"> • Ability to use ICT effectively to support learning • Ability to use a range of relevant technology • Ability to evaluate learning needs and actively seek learning opportunities • Ability to relate well to children and adults • Knowledge of relevant policies/codes of practice and awareness of legislation • Basic understanding of child development and learning • Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these | <ul style="list-style-type: none"> • General understanding of National Curriculum and other basic learning programmes |

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Signature

Date

Name