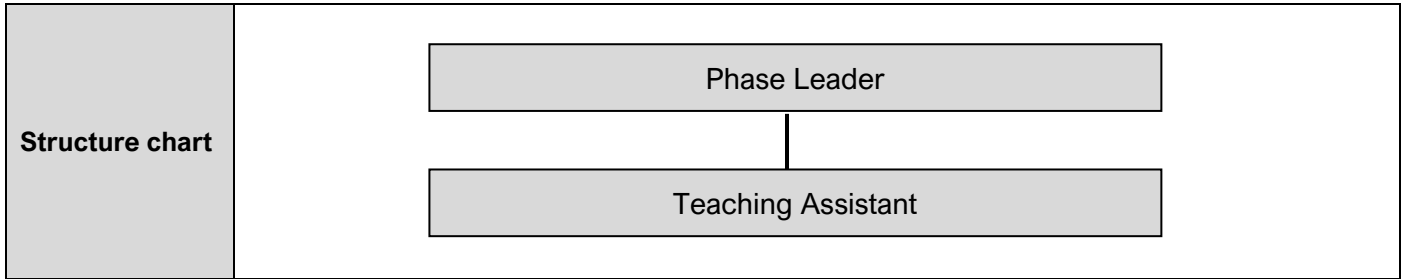




## Job Description

<b>Title</b>	Teaching Assistant	<b>School/Department</b>	Hamilton School
<b>Grade</b>	Grade 4, SP7	<b>Reports to</b>	Phase Leader
<b>Job evaluation code</b>	CRA015	<b>Date of evaluation</b>	April 2022
<b>Purpose</b>	To support the phase leader and teacher in the delivery of support to students with social emotional and mental health needs. To complement the work of teachers by supporting the individual needs of students for whom behaviour, attendance and other factors are barriers to learning, in accordance with school policy and government initiatives, in the pursuit of high standards of student progress.		
<b>Scope</b>	<b>Main contacts:</b>	<b>Staff responsibilities:</b>	<b>Financial accountability:</b>
	Phase Leader, students, staff, parents, Local Authority and other external agencies	None	None
<b>Main duties and responsibilities</b>	<ul style="list-style-type: none"> <li>• Provide support to the phase leader for the day to day support of students, both scheduled, and as the need arises.</li> <li>• Contribute to the on-going assessment of students to determine those in need of particular support</li> <li>• Liaise with the phase leader to ensure appropriate provision is made including the provision of administrative support (e.g., drawing up Classroom Support Plans) and ensuring the appropriate logging of interventions.</li> <li>• Lead on specific interventions to support students and contribute to analysis of impact.</li> <li>• To attend related meetings, as appropriate, including engagement with parents/carers</li> <li>• Contribute to transition planning, especially in provision planning for transitioning students with SEN</li> <li>• As part of in-class support, liaise with teachers on a regular basis to discuss class tasks that enable students to become independent learners within their own ability.</li> <li>• Regularly report back to the teacher and phase leader on student progress and areas of concern</li> <li>• Work with small groups or individual students, clarifying and explaining instructions, ensuring that students are able to use equipment and materials whilst motivating students to complete work and stay in lessons.</li> <li>• Support outside of the classroom with student behaviour, which can include assisting with de-escalating poor standards of behaviour, and physical interventions.</li> <li>• Any other duties that reasonably fall within the purview of the post, which may be allocated after consultation with the post holder.</li> </ul>		
<b>Other requirements and responsibilities</b>	Enhanced DBS clearance required.		





## Person Specification

<b>Role</b>	<b>Teaching Assistant</b>	<b>School/Department</b>	<b>Hamilton School</b>
<b>Grade</b>	Grade 4, SP7	<b>Job evaluation code</b>	CRA015
<b>Qualifications, training and education</b>	<ul style="list-style-type: none"><li>• Relevant Level 3 qualification desirable but not essential</li><li>• Minimum of NVQ Level 2 or equivalent in English and Maths</li></ul>		
<b>Experience</b>	<ul style="list-style-type: none"><li>• Knowledge of the National Curriculum desirable but not essential</li><li>• Knowledge of relevant learning strategies, especially for students with SEN</li><li>•</li></ul>		
<b>Skills and abilities</b>	<ul style="list-style-type: none"><li>• Able to establish productive working relationships with students, acting as a role model and setting high expectations</li><li>• Ability to work within a team and lead the work of others</li><li>• Knowledge of the standard of work expected from students</li><li>• Ability to use ICT effectively to support learning</li><li>• Excellent communication and interpersonal skills</li><li>• A caring and positive attitude sensitive to student needs</li><li>• A sense of responsibility and initiative</li><li>• Confidentiality at all times</li><li>• Calm under pressure, adaptable and energetic</li><li>• Flexible approach to working and commitment to ongoing service and personal development (through self-evaluation and learning from others)</li><li>• Resilience to work in a dynamic, trauma-informed environment, with pupils that have social, emotional, academic and mental health needs</li><li>• Ability to relate to, and communicate with, a range of professionals, colleagues, parents and pupils</li><li>• Ability to work in sometimes stressful situations and manage professionally one's own behaviour and emotional response to very challenging behaviours in others</li></ul>		
<b>Requirements specific to the role</b>	<p>All staff and volunteers are expected to be committed to safeguarding, equality and promoting the welfare of children and young people.</p> <p>To ensure awareness of local safeguarding policies and procedures and to report any concerns or information received as required</p> <p>This post requires the handling of some hazardous or dangerous chemicals under the COSHH regulations</p>		

**The Trust retains the right to implement changes in job descriptions and person specifications to reflect changes in the demands of the post. Where this is necessary this will be done in consultation with you.**

<b>Signed:</b> Post holder	
<b>Date:</b>	