HIGHSHORE SCHOOL

**JOB DESCRIPTION**

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| **Position** | **Teaching Assistant** |
| **Reports to** | **The Class Teacher/Senior Leader** |
| **Grade** | **Grade 5, Spine Point 6-13**  FTE: £23,211-£26,298  Pro Rata: £19,439.89-£22,025.47 |

**JOB SUMMARY**

**Under the direction of senior colleagues:**

• To promote pupils’ educational, physical, cultural, emotional and social wellbeing.

• To provide appropriate support for the development of communication and independence in preparation for adult life.

• To supervise and assist pupils (1:1 or in groups) usually with a teacher present across a wide range of activities.

• A small number of specified posts also have responsibility for driving the mini-bus

**RESPONSIBLE TO:**

• On a daily basis - the Class Teacher.

• General duties within the school – a Senior Leader.

• Appraisal – a member of the Senior Leadership Team

**PRINCIPAL ACCOUNTABILITIES**

**In the Classroom**

• Supporting pupils’ learning within the classroom under the direction of the teacher.

• Within school guidelines to assist in the management of pupils who are demonstrating inappropriate behaviours

• Assisting with recording and evidencing of pupil progress

• Assisting in the preparation and maintenance of learning materials and the classroom environment.

**GENERAL DUTIES**

• Assisting with supervising and monitoring pupils during a range of activities including lunch and break times, and other outdoor, out of school activities including college link courses, travel training, outings, work experience etc.

• Seeking advice, guidance and support to report any activities or incidents of concern relating to a pupils or pupils to the appropriate line manager and completing the relevant forms for recording purposes.

**JOB CONTENT**

**Main duties and responsibilities are indicated her. Other duties of an appropriate level and nature will also be required.**

Supporting pupils’ learning within the classroom under the direction of the teacher, including:

• Supporting pupils individually or in small groups, assisting in implementing individual education plans designed in consultation with teaching staff.

• Assisting with the preparation of literacy, numeracy, specialist curriculum activities as required by the school.

• Providing unobtrusive guidance and support to enable pupils to find answers to questions and tasks set, using knowledge of each pupil’s differing levels of development and ability to ensure progression and continuity.

• Keeping/contributing to records of pupils, support in line with school policy.

• After training, delivering specialist programmes for individual pupils and in groups as devised by Allied Health professionals - for example, speech and language, occupational and physiotherapists.

• After training, supporting the communication of pupils using augmented strategies as required by the school including visual schedules, Makaton signing, Picture Exchange Systems (PECS).

• Assisting pupils with mobility and personal care difficulties including toileting, dressing and feeding as required.

• Attending meetings relating to pupils as required by the Senior Leadership Team.

• Participating in training provided by the school for staff development that enhances the provision of the school.

• Being pro-active in personal professional development to add to the skills required in supporting pupil progress.

• In a rare emergency, remaining in class with pupils for a brief period if teacher is called away until SLT can arrange teacher cover

• After training, on occasion as required, communicating with other professionals - e.g. social workers, psychologists, health visitors, family resource workers - as requested by the Senior Leadership Team.

**Within school guidelines assisting in the management of pupils who are demonstrating inappropriate behaviours:**

• Undertaking Team Teach training

• Assisting in the management of pupils who are showing socially unacceptable or challenging behaviour under the direction of guidelines in operation at the school.

• Helping to avoid arguments and fights, assisting pupils to sort out their disagreements by talking and listening to one another and modelling appropriate behaviour, seeking support from colleagues and senior staff where needed.

**Assisting in the preparation and maintenance of learning materials in the classroom environment and in recording pupil progress, including:**

• Mounting pupils’ work, preparing displays and upkeep of visual schedules.

• Maintaining classroom resource areas.

• Assisting in the preparation of classroom materials including occasional photocopying.

• Checking that AVA/IT equipment is available and ready for use including DVDs, computers, printers etc.

• Keeping cupboards tidy, throwing out old stock and advising when new stock is required.

• Helping to sort resources and equipment etc., preparing and clearing up activities with the pupils.

• After training, supporting the teacher in monitoring pupil progress through use of personalised targets.

**Supervising and monitoring pupils in a wide range of activities both within school (including the playground) and beyond**

• Encouraging pupils to participate in recreation and leisure activities initiating and joining in as necessary.

• Encouraging appropriate social interaction and relationships including safety awareness.

• Ensuring pupils are always supervised and safe, discouraging any potentially hazardous activities including completing Risk Assessments.

• Listening to pupils’ worries and concerns, comforting/referring to Line Manager If necessary.

• In an emergency, communicating with parents/guardians under direction of a member of the Senior Leadership Team. Caring for sick or injured pupils, taking home or to hospital if necessary, and generally giving comfort and care to such pupils.

• Being responsible for assisting pupils with independence activities, including accounting for money, travel tickets etc.

• Going swimming with pupils, including going in the water.

• Taking responsibility for small amounts of petty cash to assist pupils in small purchases which aid pupil independence – e.g. fares

**GENERAL FEATURES OF JOB**

All work is intended to promote the safety, wellbeing and development of the children and is carried out within the provisions of statutory regulations, Southwark Council policies where these have been adopted and Highshore School’s policies and procedures. These include, for example, the Code of Conduct, Safeguarding Children, Health & Safety, Data Protection, Equal Opportunities. This list is not exhaustive. Full details are available in the staff handbook and some form part of the contract of employment. Such regulations may be amended from time to time and any changes to working practice will be notified accordingly.

All staff form part of the school team to promote the best interests of the children. This will include working collaboratively and supportively with other colleagues, participating in relevant training and appraisal, contributing to meetings and working on service plans.

This job description is intended to provide a framework within which the postholder will work. It is not comprehensive as duties will evolve and change over time and it is expected that the postholder may be asked to undertake other activities from time to time which cannot be foreseen and which come within the general remit of the responsibilities of this post.

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| **Signed By** | |
| **School** | **Teaching Assistant** |
| **Date:** | **Date:** |

**PERSON SPECIFICATION**



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| **Person Specification** | | | | |
| **Job Title:** | Teaching Assistant – Level 3 – Behaviour, Guidance and Support – Grade 5 |  | **School Name:** | Highshore School |

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|  |  | **Essential (E) or Desirable (D)** | **How assessed (A / I / T)** |
| **Knowledge / qualifications:** | * NVQ 3 for Teaching Assistants or equivalent qualification or experience * Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation * Working knowledge of national curriculum and other relevant learning programmes * Understanding of principles of child development and learning processes and in particular, barriers to learning * Full understanding of the range of support services/providers | E  E  E  E  E | A  I  I  I  I |
| **Experience:** | * Experience working with children of relevant age * Experience of working with pupils with additional needs | E  E | A  A |
| **Aptitudes, skills and competencies:** | * Very good numeracy/literacy skills * Ability to plan effective actions for pupils at risk of underachieving * Ability to self-evaluate learning needs and actively seek learning opportunities * Ability to relate well to children and adults * Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these | E  E  E  E  E | T  A  A  I  I |
| **Special conditions:** | * Motivated to work with children & young people. * Ability to form & monitor appropriate relationship & personal boundaries with children & young people. * Emotional resilience in working with challenging behaviours. * Appropriate attitudes to use of authority & maintaining discipline. * The postholder may be required to work outside of normal school hours on occasion, with due notice. * All postholders will be required to undertake an enhanced DBS check. Individuals on the children’s barred list (and adults barred list where relevant) should not apply. * An understanding of the principles of Keeping Children Safe in Education 2021 and a commitment to ensuring the health, safety and wellbeing of all children. | E  E  E  E  E  E  E | I  I  I  I  I  A  I |