

Teaching Assistant/Learning Support Assistant

JOB DESCRIPTION

To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom.

Work may be carried out in the classroom or outside the main teaching area

Working hours: Term Time Based Hours: 31.25 hours per week, 39 weeks per year
Monday to Friday 8:30-3:30.

Annual Leave: The full-time rate of holiday entitlement incorporated in the formula is 25 days per year rising to 30 days per year for employees with 5 or more years of continuous employment with the Trust. The formula also provides for a pro rata entitlement to the bank and public holidays normally observed in England and Wales

Salary: Salary Scale 4 Point 7-10 **Full Time Equivalent** (£27,855-£29,139) **Actual Salary**(£20,705 - £21,660)

Responsible to: Associate Principal and Assistant Principal for Inclusion

Liases with: Assistant Principal for Inclusion, Phase Leaders and Class Teachers

Terms and conditions of employment:

The job description should be read in conjunction with the contract of employment that shall set out the key terms and conditions of appointment.

Job purpose:

To support and guide pupils, by either working within the classroom, or with a small intervention group or with an individual who has Special Educational Needs

Duties and responsibilities:

Main duties and responsibilities are indicated below. Other duties of an appropriate level and nature may also be required, as directed by the line manager.

Supporting the Pupil: To have knowledge of a range of learning support needs and to develop an understanding of the specific needs of the child being supported. Taking into account the learning support necessary, to aid the children to learn as effectively as possible both in the class and individual situations.

- For example, by:
- Clarifying and explaining instructions
- Helping with the basic skills in language, vocabulary and mathematical work at a level suited to the pupil
- Ensuring the pupil is able to use equipment
- Motivating and encouraging
- Promoting independence in learning

- Promoting self confidence
- Encouraging independence and self-help skills e.g. in changing for P.E. activities
- Assisting in weaker areas including with behaviour difficulties
- Liaising with the Class Teacher, Phase Leader and Assistant Principal for Inclusion
- Building positive links and relationships with parents/carers
- Developing appropriate resources
- To establish a supportive relationship with the children concerned
- To encourage acceptance and inclusion of children with special educational needs
- To deliver intervention group activities as directed by the Assistant Principal, Phase Leader or Class Teacher

Supporting the Teacher

- To assist the Class Teacher in the development of a suitable programme of support for children in
- need of additional support.
- To contribute to the maintenance of children's progress records.
- To participate in the evaluation of support programmes.
- To provide regular feedback about the child to the teacher.
- To support the class teacher in assessment of the child.
- To liaise with any outside agencies who provide additional support for the child

Supporting the school

- To liaise with other members of the school staff about the support for children with additional needs.
- To demonstrate good team work skills.
- To contribute to reviews of children's progress, as requested.
- To attend relevant in-service training.
- To be aware of, and adhere to school procedures and policies.
- To be aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences appropriately.
- To be aware of safeguarding procedures and to inform appropriate staff of concerns you have about the welfare and safety of any child.
- To carry out any other tasks as reasonably directed by the Associate Principal which fall within the umbrella of the post.

General:

- Attend training sessions and meetings as required.
- Work in accordance with data protection regulations.
- Uphold the Trust's policy in respect of child protection and safeguarding matters

Special Conditions of Service

- Due to the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.
- As this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain

details from the Police regarding any convictions against them and, as appropriate the nature of such conviction/s.

Equal Opportunity

- The post holder will be expected to carry out all duties in the context of and in compliance with the academy's equal opportunities policies.
- This job description will be reviewed at regular intervals and is subject to change as the needs of the academy evolve

Person Specification:

Assessed by application (A) Assessed by the recruitment process (R)

Criteria	Essential	Desirable
Qualifications / Education		
GCSE grade C or higher in English and Mathematics	A	
Willingness to attend relevant training courses	A	
To attend Staff Inset Training as requested particularly with regards to Safeguarding and Child Protection	A	
Experience		
Working with or caring for children of primary age range	A	
Working with Children with behaviour and learning difficulties		A
Relevant Skills		
Ability to self-evaluate learning needs and actively seek learning opportunities		A
Ability to relate well to adults and children	A	
Ability to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	A	
Good organisational skills	A	
Calmness under pressure	A	
Other requirements		
Willingness to work cooperatively with the rest of the school team to achieve common goals	A	
Ability to adapt and be flexible	A	
Sense of humour and enthusiasm	A	

Criteria	Essential	Desirable
Respect for confidentiality	A	
Knowledge		
Discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, the ability to work within a team, and good oral communication	R	
Knowledge of child protection and safeguarding	R	
Knowledge of the potential barriers to learning	R	