**Teaching Assistant**

**Grade** Scale TA3 (SCP 7)

**Line managed by** SENCo

**Hours** 37 hours per week, term time only plus the school training days (pro rata)

**Summary**

▪ Under the direction of the SENCo raise the levels of achievement of students who have SEND needs and deliver a range of interventions to support the academic and pastoral development of the students.

▪ To work collaboratively with the teacher and work with responsibility for the development and education of students, including those with special educational, physical and emotional needs, by utilising detailed knowledge and specialist skills in specialist discipline being fully involved in all stages of the planning cycle.

**Outline of responsibilities and tasks**

Under the educational plan agreed with the teacher or designated supervisor:

1. To work under the guidance of teaching/senior staff, to implement agreed work programmes with individuals/groups, in or out of the classroom, to undertake the planning, organisation, delivery and evaluation of support and/ intervention programmes or practical work with groups or individual students, and in liaison with the appropriate department.

2. To be fully involved in all stages of the planning cycle to ensure full and effective evaluation of children's curriculum experiences, i.e. planning for children's curriculum experiences, organising and managing learning experiences, intervene in/direct experiences, assess quality of experiences and recording achievement.

3. Supervise the activities of individuals or groups of children to ensure their safety and facilitate their physical and emotional development.

4. Use specialist skills to undertake those activities necessary to meet the physical and emotional needs of pupils.

5. Use specialist skills to foster the intellectual and social development of children.

6. Undertake those activities necessary to meet the physical and emotional needs of individuals and groups of children, including pupils with educational, physical or emotional special needs.

7. Undertake those activities necessary to foster the intellectual and social development of children.

8. To monitor individual pupils and to report progress, achievements, problems and concerns to designated supervisor.

9. Actively engage in the delivery of the educational work programme and activities developed by the classroom teacher.

10. To work collaboratively with the classroom teacher in the planning of work programmes for individuals and groups of children.

11. To co-ordinate the work of individual or group of teaching assistants including on the job training of other teaching assistants.

12. To support the SENCo in ensuring that key administrative tasks underpinning SEND provision are completed efficiently. These administrative duties  ​may include: cover and intervention timetabling, provision mapping, annual and SEND support reviews, monitoring and tracking and liaison with external agencies.

**Job responsibilities and tasks may include the following under the direction and control of the teacher or designated supervisor:**

1. To assist the teacher with learning activities generally in the classroom-for example, lesson planning, evaluating and adjusting lessons/work plans as appropriate.

2. Contributing to the planning of work to meet the needs of the National Curriculum and individual needs of students.

3. To carry out appropriate activities as planned within the classroom or with groups of students including administration of baseline tests.

4. To display and present students’ work.

5. Responsibility for visual aids.

6. To prepare and organise teaching resources including the checking and maintaining of classroom equipment and materials including control of stock within the classroom.

7. To prepare resources for lessons and activities.

8. Assistance with the physical manipulation of objects and equipment.

9. General supervision, counselling and discipline of students, within the procedures of the school.

10. To assist the teacher in liaising with parents/carers and professionals such as speech therapists.

11. To assist at an appropriate level with the provision of general care and welfare of students including:

▪ assisting with students' injuries and where qualified, administering basic first aid;

▪ (following consultation and agreement) to assist with the administering of medicines under the direction of the appropriate medical staff;

▪ to assist with the identification and monitoring of students' general health and welfare.

12. Helping the teacher with tasks.

13. Hearing students read.

14. Supporting students to be independent by helping them with tasks.

15. Answering questions from students.

16. Giving spelling exercises if appropriate to the needs of the students.

17. Assisting with supervision of students within the school.

18. Assisting students to access the normal routines of the classroom.

19. Preparation or modification of the work for the student under the direction of the teacher, and supporting the student in carrying out this work.

20. Assisting in the implementation of programmes designed by other professionals such as educational psychologists or speech and language therapists.

21. To contribute to meetings to discuss specific students’ progress.

22. Assist with the provision of general care and welfare to students and to be mindful of the need to maintain a safe environment at all times.

23. Adhering to and maintaining school routine and codes of conduct.

24. Supporting the ethos of the school.

25. To assist with the support of group activities within and away from the classroom, for example in PE, swimming, educational visits.

26. To ensure that students are able to safely use equipment and materials provided and be aware of the range of resources available.

27. Promote student independence in learning, and reinforcing students’ self-esteem through praise, encouragement and rewards in line with whole school policy.

28. Assisting with the promotion of independence activities and mobility skills.

29. To maintain personal and professional development to meet the changing demands of the job, participate in appropriate training activities and encourage and support staff in their development and training.

30. Carrying out assessment on pupils and recording information.

31. Providing ideas, materials and learning strategies for lessons within the school situation.

32. Organisation and delivery of a skills programme or practical work with groups or individual children.

33. Collaborate with the teacher with the overall delivery of lessons and communication with individual or groups of pupils.

34. Preparation, setting up and organisation of displays of work to contribute to the creation of a stimulating environment.

35. Regular liaison with other agencies and carers.

36. To maintain simple records as directed to enable the assessment of a child's ability and/or progress.

37. To assist the teacher at an appropriate level in preparing advice for parents including participation in discussions with parents.

38. To co-ordinate the work and liaise with other teaching assistants within the school including on the job training of other teaching assistants.

39. Supervising and assisting small groups of pupils in activities set by teacher.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed annually and the headteacher reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

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| **TA**  **Person Specification Criteria** | **Essential** | **Desirable** | **Method of assessment** |
| **Experience** | * Previous experience of working in a classroom environment with students   ▪ Previous experience of working in a classroom environment with students who are disabled or have special educational needs  ▪ Experience of procedures relating to child protection and safeguarding | Experience of leading a range of SEND interventions | Application form, interview and references |
| **Skills and attributes** | ▪ Suitability to work with young children  ▪ Able to form and maintain appropriate relationships and personal boundaries with children and young people | Knowledge of the national curriculum | Application form, interview and references. In addition to candidates’ ability to perform the duties of the post, the interview will also explore issues relating to safeguarding. |