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| **Role** | **Grade** | **Reports to** |
| Teaching Assistant SEN level 3 | Grade 5 | Senior Leadership Team, Headteacher |

**Main purpose of the job:**

To complement the professional work of teachers by taking responsibility for delivering agreed learning activities to identified groups of students. The post holder willprovide support to curriculum development in specialised areas.

The successful applicant must be able to work effectively with the whole school community including pupils, parents, governors, and staff.

**Key relationships:**

The main contacts of the job are: Curriculum Leader, SLT Line manager, SLT at the school, teaching staff, other support staff, students, parents, and external support services.

**Please note that whilst this job description gives an indication of the key responsibilities, it is not intended to provide an exhaustive list.**

**Main accountabilities:**

* To work with groups of children under the supervision of the teacher including the delivery of therapy and programmes of work and the implementation of ILPs.
* To work closely with external agencies in developing the skills necessary to successfully deliver Support for Learning interventions.
* Work in collaboration with teaching colleagues to co-ordinate and plan schemes of work to be used by teaching assistants undertaking specified teaching work
* To support the development of curriculum areas, researching and producing resources to support student learning.
* Attend to pupils’ personal needs, including minor first aid and provide advice to assist in their pastoral, social, health, hygiene development and welfare matters.
* Promote inclusion, independence and employ strategies to recognise and reward achievement of self-reliance.
* Implement agreed learning activities/teaching programmes, adjusting activities according to student responses/needs, including assessment.
* Plan, adapt and deliver learning activities that address the barriers to learning experienced by the student(s) using the learning strategies of the English or maths department to support the development of students’ skills.
* Select and prepare resources necessary to lead learning activities, taking account of students’ interests, language, and cultural backgrounds.
* Support the use of ICT in learning activities and develop students’ competence and independence in its use.
* Organise and manage appropriate learning environment and resources.
* Monitor and evaluate student responses to learning activities through observation and planned recording of achievement against predetermined learning objectives.
* Undertake marking of student’s work and accurately record achievement/progress.
* Administer and assess routine tests and invigilate exams.
* Record progress and achievement in lessons/activities systematically and providing evidence of a range of progress and attainment.
* Provide objective and accurate feedback and reports as required, to the teacher/Curriculum Leader on student achievement, progress, and other matters, ensuring the availability of appropriate evidence.
* Liaise with parents/carers and establish constructive relationships and communicate with other relevant bodies to support the achievement and progress of students.
* Support the role of parents in students’ learning and contribute/lead meetings with parents to provide constructive feedback on student progress and achievement.
* Take the lead role in the development and implementation of appropriate behaviour management strategies promoting self-control and independence.
* Ensure strategic processes are complied with in order to overcome barriers to learning e.g., behaviour management strategies.
* Accompany teachers and students on educational visits.
* Assist in maintaining high standards of health and safety at all times.
* Maintain good relationships with colleagues and work together as a team.
* Deliver out of school learning activities within guidelines established by the school.
* Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
* Take the initiative as appropriate to develop multi agency approaches to supporting students.

**All employees in the Trust are expected to:**

* Support the vision, values and objectives of the Trust and demonstrate a collaborative, team working approach to school and Trust improvement: [Vision, Values and Strategy - Prospere Learning Trust](https://www.prospere.org.uk/about-us/vision-values-and-strategy)
* Take appropriate responsibility and action for safeguarding, be aware of confidential issues and maintain as appropriate.
* Be aware of and comply with policies and procedures relating to child protection reporting all concerns to an appropriate person.
* Promote and act in accordance with the Code of Conduct and all School / Trust policies including the Health and Safety Policy, Equality Policy and Data Protection Policy.
* Effectively represent the Trust when liaising with contractors and outside agencies/organisations.
* Demonstrate tact and diplomacy in all interpersonal relationships with the public, pupils, parents, and colleagues.
* Take responsibility for personal professional growth and development, keeping up to date with national research, engaging proactively with nationally recognised career frameworks and professional organisations.
* Attend Trust and school events as required and make a positive contribution during such events.
* Attend regular meetings before and after Trust hours, including morning briefings.
* Carry out duties other than those listed in the job description under the direction of the headteacher where the post holder has appropriate qualifications and has received appropriate training.

The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

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| **Person Specification** | **Essential / Desirable** | **Assessment stage** |
| **Qualifications** | | |
| NVQ Level 3 for Teaching Assistants or equivalent qualification or experience | Essential | Application |
| Numeracy/literacy skills with a good level of knowledge and understanding (at a level equivalent to NQF Level 2) | Essential | Application |
| First aid qualification | Desirable | Application |
| **Knowledge and Experience** | | |
| An understanding of the role of the Teaching Assistant and other professionals working in the classroom | Essential | Application, Interview |
| Understanding of child development and learning | Essential | Application, Interview |
| Experience of working with children/young people with social, emotional and behavioural difficulties, and those with communication, severe profound or complex learning difficulties where appropriate | Essential | Application, Interview |
| Understanding of national/foundation stage curriculum and other basic learning programmes/strategies | Desirable | Interview |
| Excellent communication skills to communicate effectively, face-to-face or by telephone, with children, parents and carers, and school stakeholders | Essential | Interview |
| Awareness and application of policies and procedures relating to child protection, health and safety and security, confidentiality and data protection | Essential | Interview |
| Strong IT skills, including spreadsheets, databases, word processing, and internet/intranet/email | Desirable | Interview, Task |
| Ability to work independently and manage a range of tasks within fixed timescales | Essential | Interview, Task |
| Ability to adapt to challenging situations and people and respond appropriately using negotiation and influencing skills to achieve objectives | Desirable | Interview, Task |
| **Behaviours and Values** | | |
| Empathy and understanding of different family circumstances and barriers to learning | Essential | Interview |
| Self-motivation and personal drive to complete tasks to required timescales and quality standards | Essential | Interview |
| Ongoing commitment to inclusive education practices and equality of opportunity | Essential | Interview |
| Demonstrates a collaborative, team working approach focused on improvement and supporting the vision, values, and objectives of the organisation | Essential | Interview |
| Demonstrate a commitment to appropriate professional standards, including core policies relating to equality and diversity and child protection | Essential | Interview |
| Demonstrate a commitment to maintaining and developing professional knowledge and skills | Essential | Application, Interview |
| Tact and diplomacy in interpersonal relationships with all stakeholders | Essential | Interview |
| To be flexible and able to adapt and prioritise appropriately | Essential | Interview |
| Effective staff motivation and development, including establishment of a positive performance management culture | Essential | Application, Interview |

**Review and Amendment:**

This job description is normally reviewed annually as part of the appraisal cycle. If significant changes are required, it may be amended following an individual consultation process.

All staff are expected to carry out their duties with due regard to current and future Trust and school policies, procedures, and relevant legislation. These will be drawn to your attention during the recruitment process, induction, staff handbook, ongoing performance development and through Trust communication.