

Job Description

Teaching Assistant – Level 4

Teaching and Learning - Special/Additional Needs

The post holder will report to the AHT for Inclusion. Apart from other colleagues in the school, the main contacts of the job are: AHT for Inclusion, Head of School, teaching staff, other support staff and pupils.

Main Purpose of the Job:

To work with identified pupils with complex needs and use specialist knowledge and expertise to ensure a bespoke provision is in place.

To complement the professional work of teachers by taking responsibility for agreed learning programmes. This will involve planning, preparing and delivering learning programmes and support to groups of children in reading, writing and mathematics

To contribute at whole school level to ensure that all staff have a well developed understanding of the complex needs of pupils with emotional and learning needs, including attachment.

Main Duties and Responsibilities:

1. Plan, prepare and deliver engaging bespoke learning programmes to meet the needs of complex SEND pupils in groups
2. Utilise assessment for learning to ensure that provision is reviewed and adjusted to best meet need.
3. Administer and assess routine tests which measure progress accurately
4. Ensure pupils are given feedback, with achievements and progress celebrated
5. Work independently in the production of plans and resources to meet needs and stimulate interest
6. Establish productive working relationships with pupils, taking on role model by presenting a positive personal image and setting high expectations.
7. Promote the inclusion and acceptance of all pupils.
8. Provide specialist advice and guidance as required.
9. Promote independence and employ strategies to recognise and reward achievement of self reliance.
10. Provide feedback to pupils and parents in relation to progress and achievement.
11. To liaise with staff from a range of agencies and support, and other personnel working with pupils as required, assisting with the coordinating and planning of programmes of work and to

integrate specialist advice and practice into plans.

12. Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
13. Record progress and achievement in lessons/activities systematically and providing evidence of a range and level of progress and attainment.
14. Undertake marking of pupil's work and accurately record achievement/progress.
15. Supporting the role of parents in pupils' learning and contribute/lead meetings with parents to provide constructive feedback on pupil progress and achievement.
16. Take the lead role in the development and implementation of appropriate behaviour management strategies promoting self control and independence.
17. Advise on appropriate deployment and use of specialist aid/resources/equipment.
18. Accompany teachers and pupils on educational visits.
19. Assist in maintaining high standards of health and safety at all times.
20. Maintain good relationships with colleagues and work together as a team.
21. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
22. Contribute to the overall ethos/work/aims of the school.
23. Take the initiative as appropriate to develop multi agency approaches to supporting pupils.
24. To converse at ease and provide advice in accurate spoken English is essential for the post.
25. To work with strict adherence to data protection legislation (GDPR) in managing documents and data and be vigilant around cyber security in any IT tasks being undertaken
26. Perform other duties and tasks as assigned by the Head of School/Executive Headteacher

All elements of Specified Teaching Work undertaken by the postholder will be within the framework of the school's Scheme of Supervision in line with the 2003 Regulations and (amended Regulations 2007). In addition to HLTA's, the Regulations cover other groups of support staff who undertake 'specified work' at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. Headteachers will ensure that the support staff member has the skills, experience and expertise required to carry out 'specified work'. Where more demanding aspects of 'specified work' are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the headteacher should have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise.

A Teaching Assistant Level 4 may be called upon to provide cover for whole classes e.g. to cover teacher short term absence. During the cover periods, there will be a requirement for the teaching assistant to carry out specified work such as planning, preparation, assessment and reporting.

The Teaching Assistant must carry out his or her duties with full regard and commitment to the Trust Board and School Policies.

Where the postholder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.



Person Specification – Teaching Assistant Level 4, Grade 5

| Selection Criteria | Method of Assessment | Essential |
|---|----------------------------|-----------|
| At the shortlisting stage, the criteria as stated below will be applied. Applicants must use concrete examples to indicate how they fulfill the criteria listed below. | | |
| 1 Experience | | |
| 1.1 Experience of working with SEND children with complex needs | Application form/Interview | √ |
| 2 Qualifications/Training | | |
| The successful candidate will: | | |
| 2.1 Possess excellent numeracy/literacy skills (at a level equivalent to at least NQF Level 2) | Application form/Interview | √ |
| 3 Knowledge & Skills | | |
| 3.1 Ability to relate well to children and adults | Interview | √ |
| 3.2 Ability to work as a part of a team | Application form/Interview | √ |
| 3.3 An understanding of the role of Teaching Assistant and other professionals working in the classroom | Application form/Interview | √ |
| 3.4 Ability to use relevant ICT | Application form/Interview | √ |
| 3.5 Full working knowledge and understanding of national curriculum and other relevant learning programmes and barrier to learning | Application form/Interview | √ |
| 3.6 Understanding the principles of child development and learning processes | Application form/Interview | √ |
| 3.7 Experience of planning, delivering and evaluating programmes of learning | Application form/Interview | √ |
| 4 Personal Style & Behaviour | | |
| The successful candidate will have: | | |
| 4.1 Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work | Interview | √ |
| 4.2 Self-motivation and personal drive to complete tasks to the required timescales and quality standards | Application form/Interview | √ |
| 4.3 The flexibility to adapt to changing workloads, demands and new school challenges | Application form/Interview | √ |
| 4.4 Personal commitment to ensure that services are equally accessible and appropriate to meet the diverse needs of pupils | Application form/Interview | √ |
| 4.5 Personal commitment to continuous self-development | Application form/Interview | √ |
| 4.6 Personal commitment to the school's professional standards | Interview | √ |

| 5 References | | |
|---|--|---|
| 5.1 Positive recommendation(s) in 2 professional references | | √ |
| 5.2 DBS clearance/no adverse outcomes from the DBS check | | √ |