

Job title	Teaching Assistant Grade B
Responsible to:	SENCO
Salary / Grade:	Grade 4
Working hours / weeks:	32 hours, 39 weeks
Core purpose:	<p>To work in partnership with teachers to support learning in line with the national curriculum, codes of practice, policies and procedures.</p> <p>To provide support to students in a particular curriculum area or support students with varying degrees of learning, behavioural, communication, social, sensory or physical difficulties.</p> <p>To play an integral part in ensuring students with any degree of SEND meet targets and progress in line with students not on the SEND register.</p> <p>To work within Inclusion as part of a larger team in 'Closing the Gap'.</p> <p>To provide intervention teaching for a caseload of students.</p>

Corporate responsibilities:

- To ensure that the responsibilities of the role are carried out in a way that reflects the vision and values of the Trust.
- To be aware of and observe all policies, procedures, working practices and regulations, and in particular to comply with policies relating to Child Protection, Equal Opportunities, Health and Safety, Confidentiality, Data Protection and Financial Regulations, reporting any concerns to an appropriate person.
- To contribute to a culture of continuous improvement.
- To comply with all reasonable management requests.

Key responsibilities:

- Provide intervention teaching for a caseload of students.
- Act as a form tutor.
- Accompany off site educational visits.
- Lead, assist and accompany extra-curricular activities.
- Implement planned learning activities / programmes as agreed with the teacher.
- Gain and use knowledge of appropriate courses and assessment frameworks.
- Prepare and maintain specialist equipment.
- Provide particular and skilled support to students with severe learning, behavioural, communication, social, sensory or physical difficulties.
- Provide particular and skilled support to all students in a particular learning area.
- Work with, and have accountability of learning and progress, for a caseload of students.
- Accountability for data from interventions that have occurred and ensuring that progress is tangible.



- Plan and prepare differentiated resources which will 'close the gap' of students on caseload.
- Working with individuals or small groups of children under the direction of teaching staff.
- Understand specific learning needs and styles and provide differentiated support to students individually and within a group.
- Implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to students' responses as appropriate.
- Establish positive relationships with supported students.
- Provide feedback to students and any relevant stakeholders in relation to attainment and progress under the guidance of the teacher.
- Support students with activities which support literacy and numeracy skills.
- Support the use of ICT in the classroom and develop students' competence and independence in its use.
- Promote the inclusion and acceptance of children with special needs within the classroom ensuring access to lessons and their content through appropriate clarification, explanation and resources.
- Promote positive pupil behaviour in line with school policies and help keep students on task.
- Participate in planning and evaluation of learning activities with the teacher, writing reports and records as required.
- Monitor and record pupil responses and learning achievements, drawing any problems which cannot be resolved easily to the attention of the teacher/Line manager.
- Support learning by selecting appropriate resources/methods to facilitate agreed learning activities.
- Attend to students' personal needs including help with social, welfare, physical and health matters, including minor first aid.
- Liaise with staff and other relevant professionals and provide information about students as appropriate.
- Supervise students for limited and specified periods including break-times when the post holder should facilitate games and activities within the contracted working week.
- Assist with escorting students on educational visits.
- Visit and conduct learning sessions within the home environment if required.
- Attend relevant meetings as required.

Notes:

This document is an overview of the role. The responsibilities will include but will not be limited to those listed above and it is anticipated that the role will evolve over time and as such the duties may change.

This document does not form part of the contract of employment.

This post will have contact with children and as such a satisfactory disclosure from the Disclosure and Barring Service (DBS) is required as a condition of employment.



Our Mission:

Why do we exist?

To provide our students with opportunities and experiences to enhance their life choices, making a positive contribution to the world we share.

Our values:

How do we behave?

Ambition: we maximise our potential through striving for excellence.

Teamwork: we give 100% effort, displaying kindness and humility for the benefit of all.

Honesty: we are respectfully open about our successes and areas for growth

Our strategic anchors:

- Create a healthy organisation, free from politics and confusion through clarity following the **empowered to lead** operating model.
- Build a **compelling school culture** built on strong professional relationship where all can achieve.
- Craft and implement a **high-value curriculum** which is knowledge rich to allow meaningful application of skills.
- Put **people first** through high impact professional development and instructional coaching.



PERSON SPECIFICATION

Role: TA / LPA Grade B		E/D	A	I
Qualifications and Training				
1	3 or more GCSEs (including Maths and English) at Grade C or above	E	✓	
2	Relevant qualification in the care, development and/or education of children. For example: NNEB NVQ Level 3 in Childcare & Education BTEC National Diploma in Childhood studies	E	✓	
3	Minimum 3 years of previous experience of working with children in an educational context with evidence of relevant vocational training e.g. Specialist Teaching Assistant Certificate Advance City & Guilds Learning Support Certificate	D	✓	
Experience				
4	Successful experience of creating an inspiring learning environment	E	✓	✓
5	Experience of planning and running intervention groups	D	✓	✓
6	Experience of working with SEND students	D	✓	✓
7	Experience of working in secondary education	D	✓	✓
8	Experience of working with children with complex needs	E	✓	✓
9	Practical experience of working with children	E	✓	✓
Knowledge and understanding				
10	Sound knowledge of how children learn	E	✓	✓
11	Knowledge of strategies to encourage learning	D	✓	✓
12	Knowledge of behaviour management strategies	E	✓	✓
Skills and abilities				
13	Able to use ICT effectively, particularly MS office	E	✓	
14	Good interpersonal skills with staff, parents, carers and students	E		✓
15	Good literacy, numeracy and written communication skills	E		✓
16	Highly organised	E		✓
17	Committed to delivering equality of opportunity	E		✓



18	Able to communicate effectively with students experiencing learning difficulties in various situations	E		✓
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Personal attributes

19	Able to project a professional and positive ethos	E		✓
20	Passionate for all students to achieve their potential	E		✓
21	A team player who is able to work collaboratively within school and with the wider community	E		✓
22	Calm and approachable to children	E		✓
23	Able to build relationships quickly and gain trust.	E		✓
24	Able to demonstrate care, patience and understanding	E		✓
25	Able to remain calm under pressure	E		✓

Other

26	A commitment to uphold and promote equality of opportunity	E		✓
27	Demonstrates an understanding of Safeguarding issues relevant to the post	E		✓

Key: ✓

E	Essential
D	Desirable
A	Assessed by Application Form
I	Assessed by Interview

Date: September 2021

