**JOB DESCRIPTION**

**Teaching Assistant**

**Grade 5 SCP 7 - 9**

**£20,092-£20,903 pro rata**

**(£14,873.97- £15,749.42 actual salary)**

**32.5 Hours per week, term-time only (193 Days)**

**Reporting to:** SENCO and the Director of Support Services

1. **Ethos**

* to contribute to the development of the school vision, values and ethos, priorities, targets and plans for improvement
* to have the highest aspirations for students and to be accountable for ensuring the best possible outcomes for students in your classes
* to model professional behaviour and attitudes around the school to ensure that the highest standards of appearance and conduct are met
* contribute to wider school life and the overall vision, values and guiding principles of the school, including through providing opportunities for our students to participate in extra-curricular activities.

1. **Role Purpose**

**Supporting the Student**

1. To develop knowledge of a range of learning support needs and to develop an understanding of the specific needs of the students to be supported
2. Working with students who have a wide range of identified special educational needs, including students who have emotional, social and behavioural difficulties, either on an individual basis, or within a group situation
3. Taking into account the learning support involved, to aid the student/s to learn as effectively as possible both in group situations and on his/her own by, for example:
   * 1. Clarifying and explaining instructions
     2. Ensuring the student is able to use equipment and materials provided
     3. Motivating and encouraging the student as required
     4. Assisting in weaker areas, e.g. language, behaviour, reading, spelling, handwriting/presentation
     5. Helping students to concentrate on and finish work set
     6. Meeting physical needs as required whilst encouraging independence
     7. Liaising with Subject Leader, class teachers and SENCO about pupil profiles/SEN Support plans
     8. Developing appropriate resources to support the student/s
4. To establish a supportive relationship with the student/s concerned
5. To encourage acceptance and inclusion of the student with special needs
6. To develop methods of promoting/reinforcing the student’s self-esteem
7. Developing the students’ skills particularly in literacy and numeracy
8. Developing students’ key skills of working with one another
9. Contributing to our Tuesday afternoon enrichment programme for students
10. To help with planned personal care for targeted students who may need help with dressing or personal care.

**Supporting the Teacher**

1. To assist, with class teacher (and other professionals as appropriate), in the development of a suitable programme of support (SEN Support Plans) for students who need learning support
2. Working with teaching staff to provide general in-class support
3. To contribute to the maintenance of student’s progress records
4. To participate in the evaluation of the support programme
5. To provide regular feedback about the student/s to the teacher and to the SENCO

**Supporting the school**

1. To liaise, advise and consult with other members of the team supporting the student/s
2. To contribute to reviews of student’s progress as appropriate
3. To attend relevant in-service training
4. To be aware of school procedures
5. To be aware of confidential issues linked to home/student/teacher/school and to keep confidences appropriately
6. Liaising with parents and external professionals as appropriately
7. To accompany the student/s on school trips to give support as appropriate
8. To be an identified first aider and undergo appropriate training
9. To attend appropriate school meetings and ensure that the school’s administrative procedures are followed
10. To cover lunchtimes on a daily basis as directed by the duty team leader

**Student Welfare**

1. To promote and safeguard the welfare of all children and young people that you are responsible for, or come into contact with
2. To comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting any concerns
3. To promote the giving of effective guidance to students in matters
4. To support a positive climate to learning and behaviour of students in classes, including through the implementation of the school’s Behaviour for Learning programme

**Team Working**

1. To ensure that reasonable care is taken at all times for the health, safety and welfare of yourself and other persons, and to comply with the school policies and procedures relating to health and safety and equality of opportunity
2. Providing general clerical support within the Learning Support Centre
3. To work co-operatively with colleagues to achieve the aims and objectives of the post and the school
4. To participate positively in the implementation of new working methods and practices as required
5. To undertake other duties within his/her competence or otherwise appropriate to the grading of the post as required

**Personal Development**

1. To work positively and constructively with the line manager to identify strengths and agree an action plan in relation to development needs, to set these out in a personal development plan which will be reviewed regularly with the line manager
2. To be aware of the current national and local issues relating to Education insofar that they affect the post
3. To be part of regular CPD

**3. To comply with any other reasonable request from the HeadteacherPerson Specification - Teaching Assistant**

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|  | **Essential** | **Desirable** |
| **Personal Qualities** | Having a desire to help young people  Ability to motivate young people  Ability to organise resources  Hardworking and energetic  Ability to be part of a team  Ability to show initiative  Willingness to undertake professional development | Experience of working with young people with special needs |
| **Qualifications** | Good general education qualifications including English and maths to GCSE grade C or above  Experience of working with young people in either a professional or voluntary capacity | NVQ Level 3 for Teaching Assistants.  First Aid qualification Prepared to embark upon further training as required. |
| **Practical and Intellectual skills** | Be an effective team member  Able to initiate ideas, set own targets and meet own and other people’s deadlines  Have effective communication skills, both written and verbal, to address a variety of groups and individuals including parents  Have good IT skills  Have the ability to work independently but to consult and liaise regularly  Be approachable and willing to help students both in and outside of lessons  Be interested in children as individuals, in how they learn and be committed to the comprehensive ideal | Have evidence of commitment to, and understanding, of collective responsibility |
| **Disposition and Adjustment** | Be resilient, committed, flexible and able to motivate students of all abilities.  Ability to relate effectively to a wide range of young people, including those with learning barriers  Ability to communicate effectively with adults in written and oral form  Ability to listen to others  Knowledge of general education system  Ability to use ICT in administration  Have energy and persistence, tempered with humour.  Able to work closely with a wide range of staff and students and establish and maintain good relationships through good interpersonal skills.  Have commitment to professional development.  Demonstrate personal and professional integrity, modelling values and vision. | An awareness of good practice in identifying individual needs and providing appropriate teaching.  Knowledge of the special needs code of practice. Willingness to be involved in extra-curricular activities |
| **Equal Opportunities** | Must have an understanding of and commitment to the school’s equal opportunities policies and procedures.  To be able to demonstrate a commitment to promoting community cohesion. | To have been on an Equal Opportunities training course relevant to education / teaching. |

**ENHANCED DISCLOSURE AND CHECKS**

Thank you for your interest in this position at Longbenton. The post that you are applying for involves working with young people. It is therefore exempt from the Rehabilitation of Offenders Act and any offer of employment will be subject to Enhanced Disclosures.

As this post is exempt from the Rehabilitation of Offenders Act, you must declare any convictions, including pending convictions, cautions, reprimands and warning which would otherwise be regarding as “spent” under this Act. Further details will be sought prior to appointment.

An Enhanced Disclosure is carried out by the Criminal Records Bureau and will check criminal records for information on any convictions, cautions, reprimands and warnings held on the Police national Computer and on local police records.

All information on criminal records provided both by you and by the Enhanced Disclosure will be used, stored and disposed of in confidence and in line with the Criminal Records Bureau Code of Practice of Disclosure Information.

If your application is successful, you will receive further information on how to complete the Enhanced Disclosure.

Please note that if you have a teaching qualification, you will be checked against the Prohibition from Teaching checklist and the EEA Teacher checklist, even if you are applying for a support post.