



## **Loreto High School**

### **Job Description**

#### **Teaching Assistant – Level 3**

#### **Grade 4**

#### **Teaching and Learning / SEN**

The post holder will report to the SENDCo. Apart from other colleagues in the school, the main contacts of the job are: Head Teacher, teaching staff, other support staff, pupils and parents.

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#### **Main Purpose of the Job:**

Under the overall guidance of the SENCO and the guidance of classroom teachers, take a lead role in addressing the needs of specific SEND pupils who require help to overcome barriers to learning within a classroom setting.

Deliver learning programmes and support individual pupils, small groups (and whole classes during the short term absence of teachers).

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#### **Main Duties**

##### **Support for pupils**

1. To work with groups of children under the supervision of the teacher in whole class, small group and 1:1 situations
2. Supervise and provide particular support for pupils with special needs ensuring their safety and access to learning activities
3. Use specialist (curricular learning) skills/training/experience to support pupils
4. Establish good relationships with pupils, becoming a positive role model by presenting a positive personal image and responding appropriately to individual needs
5. Promote the inclusion and acceptance of all pupils

6. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
7. Promote independence and employ strategies to recognise and reward achievement
8. Give regular feedback on children's progress to the class teacher and SEND department
9. Provide feedback to pupils in relation to progress and achievement
10. Support the pastoral needs of key pupils
11. Organise and lead on specific intervention sessions with a given group of pupils
12. Contribute to pupil profile documents and ensure that the pupil's needs are communicated with classroom teachers
13. Act as keyworker for specific pupils with SEND, being the link between home and school and ensuring the young person's opinion is heard.

### **Support for Teachers**

14. Under the direction of the teacher/ SENCO prepare classrooms for lessons, including display work and the creation of appropriate resources
15. Give regular feedback on children's progress to the class teacher and the SENCO, including the accessibility of tasks and level of support required to access the lesson.
16. Contribute to the planning cycle, managing and preparing resources, evaluating and adjusting lessons/tasks in order to meet the needs of the pupils in the class.
17. Be responsible for keeping and updating records, information and data, producing analysis and reports as required
18. Undertake marking of pupils' work in conjunction with the classroom teacher and accurately record achievement/progress
19. Administer and assess routine tests and invigilate exams
20. Support with the facilitating of Access Arrangements for Pre-Public Examinations, GCSEs and Big Tests.
21. Provide support to classroom teachers around the specific SEND needs of the pupils within timetabled classes
22. Liaise with parents/carers, schools and establish constructive relationships and communicate with other relevant bodies to support achievement and progress of pupils (this includes attendance at parents meetings)

23. Contribute to the development and implementation of appropriate behaviour management strategies

24. Undertake administrative tasks within the SEND department as required.

### **Support for the Curriculum**

25. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs, including assessment through differentiation and other methods

26. To provide support in all areas of the curriculum and on social occasions for certain more vulnerable students

27. Contribute to the development of lesson/intervention plans

28. Provide Curriculum / resource support and undertake programmes including those linked to specific aspects and areas, such as literacy

29. Support the use of ICT in learning activities and develop pupils' competence and independence in its use

30. Assist pupils to access learning activities through specialist support

31. Determine the need for, prepare and maintain general and specialist equipment and resources

### **Support for the School**

32. Ensure strategic processes are complied with in order to overcome barriers to learning, including behaviour management strategies

33. Be aware of and comply with child protection and safe guarding procedures, health and safety and security, confidentiality and GDPR, reporting any concerns to the relevant member of staff

34. Accompany teachers and pupils on educational visits

35. Assist in maintaining high standards of health and safety at all times.

36. Maintain good relationships with colleagues and work together as a team.

37. Assist in the supervision of classroom and outdoor activities.

38. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.

39. Providing immediate and appropriate first aid treatment to students, staff, and visitors in accordance with school policies and statutory guidance.

40. Contribute to the overall ethos/work/aims of the school.

41. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate

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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 3 may be called upon to provide cover for whole classes e.g. to cover short term teacher 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 Governing Body and Loreto High School Policies.

Where the postholder has any disabilities, every effort will be made to make reasonable adjustments 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.