

## Job Profile

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**Job Title:** Teaching Assistant

**Reports to:** Special Educational Needs Co-ordinator

**Location:** School based as designated but required to work at any academy where business is conducted that is within reasonable distance of the school

### Function of the post:

Contribute to the students' development including their social and emotional well-being in supporting the teaching and learning in the classroom, providing general and specific assistance to students, under the direction and guidance of the teacher or independently in a one-to-one setting. This will involve providing assistance to the teacher in supporting students on a one-to-one or small group basis, across a wide range of activities and supported learning activities, including the preparation, maintenance and adaptation of resources.

### Principal Accountabilities:

1. In liaison with, and under the guidance of the teaching staff and Special Educational Needs Co-ordinator and following best practice, appropriately support students on an individual or small group basis to understand instructions, and complete activities, encouraging and developing independent learning and inclusion of all students to ensure progression and continuity.
2. Support students in social and emotional well-being, generally providing students with positive feedback and praise to reinforce and sustain students' efforts and develop self-reliance and self-esteem; report problems to the teacher, or as appropriate and in-line with academy policy and procedures, such as health and safety, child protection, behaviour management.
3. Monitor students' responses to learning and feedback to the teacher on students' progress and record basic student data in line with academy procedure.
4. Support the learning of children, including implementing intervention programmes, in order to meet targets as required by the Special Educational needs and Disability Code of Practice and as identified on the pupil's plan, including completing the appropriate paperwork.
5. Provide general administrative support as required and directed by your line manager.
6. Attend meetings and training sessions as required and agreed with your line manager.

**Other duties:**

You are required to undertake such other duties appropriate to the grade and content of the work as may reasonably be required of you. Therefore, the list of duties in this job profile should not be regarded as exclusive or exhaustive. Please note that, in consultation with you, the school and the University of Chichester Academy Trust reserves the right to update your job profile to reflect changes in, or to, your post.

**Equality and Inclusion:**

We believe that everyone has the right to be treated equally and that the diversity of individuals and groups should be embraced, valued and respected. We are committed to eliminating any form of discrimination be it direct, indirect, harassment or victimisation, and to support this the school has a number of policies that you should ensure you are familiar with and are compliant to. All policies are available from the Headteacher. Any breaches may lead to termination of employment.

**Right to Work:**

British and European Law states that a person cannot be employed to this post if they do not have permission to live and work in the UK. For further guidance and information contact the Headteacher.

**Health & Safety:**

To ensure an effective and safe environment that promotes the welfare of children and staff, you will take responsibility to be aware of the risks in the work environment and their potential impact on their own work and that of others. You should familiarise yourself with the school's Health and Safety policies.

**Sustainability and Environment:**

The University of Chichester Academy Trust is committed to sustainable development and environmental initiatives and supports the School in continuously seeking to find ways to improve its environmental performance. Staff are required to support these aims.

**Data Protection:**

You will be responsible for ensuring that workplace responsibilities, such as confidentiality, treatment of personal information and records management are carried out in compliance with the requirements of the Data Protection Act 2018 and the Employment Practices Data Protection Code 2002.

**Safer Recruitment:**

The University of Chichester Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment.

New members of staff will be required to apply for Disclosure Service Certification as part of the School's staff recruitment process. Further information about the Disclosure and Barring Service is available from the DBS website at [www.gov.uk/dbs](http://www.gov.uk/dbs). Under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1075, applications for teaching posts are among those who are not entitled to withhold information about any previous criminal conviction.

### Principal Attributes and Person Specification:

Essential requirements are those, without which, the candidate would not be able to do the job. It is expected that the post holder will have the knowledge and qualifications indicated or equivalent qualifications and experience.

Desirable requirements are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

Your application form will be assessed for literacy, accuracy and attention to detail.

	Essential	Desirable	Evidenced through
<b>Knowledge and Qualifications</b>	GCSE Grade C or above in Mathematics and English, or equivalent qualification.  General understanding of effective strategies that underpin positive behaviour at secondary school level, and which recognise and reward effort and achievement.  General awareness of the current Special Educational Needs and Disability Code of Practice.	Higher qualifications relevant to the duties of the post.  Knowledge of safeguarding and Health & Safety requirements within a secondary school environment.  Awareness of the secondary national curriculum.  Additional qualifications relevant to Special Educational Needs.	Application Interview Reference
<b>Skills</b>	Good interpersonal and communication skills that enable instructions to be understood by students across the ability range which promotes learning and understanding.  Ability to communicate effectively and build good working relationships with staff, parents, carers and other stakeholders relevant to the post.  Relevant skills to follow and deliver an intervention programme successfully.  Relevant skills that enable effective review and	Ability to adapt both in class and one-to-one intervention support to ensure personalised learning which is motivating, engaging and accessible.	Application Interview References

	<p>feedback on student progress.</p> <p>Problem solving skills that enable a pro-active and effective approach in supporting students for continued improvement.</p> <p>Being part of a team by working effectively and collaboratively with others.</p> <p>Good literacy skills.</p>		
<b>Experience</b>	<p>Establishing and maintaining positive relationships with children which encourage, support and enable student progress.</p> <p>Experience of implementing strategies that promote positive behaviour.</p> <p>Working with young children in a relevant environment.</p>	<p>Teaching Assistant in an educational setting.</p> <p>Experience of successfully delivering a specific programme of support to an individual or small group of children.</p> <p>Experience working with ASL, SLCN and/or MLD students.</p> <p>Experience supporting SEN English, Mathematics and/or Science students of an average or higher ability.</p>	<p>Application Interview</p> <p>References</p>
<b>Personal attributes</b>	<p>Positive and approachable, with patience and the character to inspire confidence and trust, combined with an enthusiasm to see students progress and develop.</p> <p>Willing to work flexibly as the needs and demands of the school fluctuate.</p> <p>The ability to be reflective and self-critical and to respond to feedback to further develop our skills in the area of Special Educational Needs.</p> <p>Understanding the need for confidentiality.</p>		<p>Interview</p> <p>References</p>

	<p>A nurturing nature which will support and develop the wellbeing of all students. Strong working ethos with high level of commitment to the school and its values.</p> <p>Ability to work effectively as part of a team and form positive relationships with students, parents and carers, colleagues and the wider community.</p> <p>A passion and commitment to learning.</p>		
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