

# JOB DESCRIPTION

At Phoenix School, the education of our pupils is our first concern. All staff are accountable for achieving the highest possible standards in work and conduct. Staff are expected to act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up to date and be self-critical; forge positive professional relationships; and work with parents in the best interest of their pupils.

Job title:  
**Teaching Assistant (Foundation Level)**

Grade:  
**APT & C Scale 3**

**Line manager:** Class Teacher

**Team leader:** Phase Leader & Assistant Head

**Date of appointment:**

## **Purpose of the job:**

To support children and young people in the classroom to access the curriculum and develop their ability to gain independence.

## **Major duties and responsibilities:**

1. To work with individual children/students and groups, under the direction of the class teacher, introducing tasks, monitoring children's work and using a range of strategies to support their learning.
2. To contribute to records of children's/students' progress and achievements, as agreed with the class teacher/SENCO/EMAG Coordinator.
3. To contribute to the class teacher's planning for individuals and groups.
4. To provide practical support to the class teacher in maintaining a purposeful, orderly and supportive environment for learning.
5. To provide care with regard to the physical welfare of children/students.
6. To plan and undertake Enrichment activities for the class.

**Job activities:**

1. To use a range of support methods and resources, including ICT, appropriate to the needs of individuals and groups, as directed by the class teacher/SENCO/EMAG Coordinator.
2. To support the organisation of the learning environment, including the production, maintenance, and storage of resources.
3. To meet regularly with the Class Teacher/SENCO/EMAG Coordinator during contracted hours to discuss children's/students' progress and to plan and review support.
4. To attend formal meetings during contracted hours to discuss children's/students' progress with parents and other professionals as part of the relevant staff group.
5. To support the school's aims and ethos.
6. To familiarise with, actively support and comply with all the school's policies and procedures e.g.
  - Health and Safety
  - Equal Opportunities
  - Child Protection
  - Behaviour
7. To undertake supervision of playground activities as directed by the Head teacher.
8. To undertake care tasks related to children's/students' physical welfare in accordance with LEA guidance and procedures.
9. To accompany children/students and teachers on educational visits and trips during contracted hours.
10. To actively participate in the school's performance management scheme, as specified in school policy, meeting regularly with the post holder's line manager, in accordance with the scheme, ensuring that performance standards/targets are set and met within the agreed time scale.
11. To undertake other relevant and appropriate training during contracted hours, as identified with the line manager at a Performance Management Review.
12. To undertake other similar duties commensurate with the grade, provided such duties are within the competence of the post holder.

**Equal opportunities statement**

To ensure equality of opportunity for all people in service provision and in employment, and to oppose strongly any form of discrimination.

# Person Specification

1. The ability to work as part of a team.
2. The ability to communicate effectively with individuals and groups of children, teachers, parents and other members of staff.
3. The ability to establish and maintain effective working relationships with teachers and other members of staff.
4. The ability to accept guidance and direction from teachers.
5. The ability to distinguish between the roles and responsibilities of the Teaching Assistant and the Class Teacher.
6. The ability to keep written records and support the development of pupils' literacy and numeracy skills with confidence.
7. Awareness of how pupils learn and the various factors which affect their learning.
8. Awareness of the need to show respect and value pupils as individuals.
9. An understanding of commitment to inclusive education.
10. A willingness to undertake paid training to develop job related skills and seek to achieve an NVQ or equivalent qualification.
11. A sympathetic approach to parents and an understanding of the need for confidentiality.
12. A commitment to the Authority's Equal Opportunities Policy.
13. Be prepared to work throughout the school with any age group.
1. 14. The ability to adapt to differing environments within the school and to the needs of different children.
14. An understanding of, and sympathy with, the aims of the school.

## **Career Progression Route for Teaching Assistants at Phoenix School**

### **On Entry – Level 3**

In order to be considered for a position of Teaching Assistant at Phoenix, applicants should be able to meet at least one of the following criteria:

1. Previous experience of work within a school environment.
2. Qualification/training e.g. NVQ DFES Introductory Course.
3. Previous experience of working with children.
4. No experience but at interview shows ability to take on training: answer questions appropriately with thought.
5. Other relevant qualifications.

### **Training Plan - Entitlement on Entry**

1. NVQ 2/3 training
2. In-house induction training:
  - ASD awareness
  - Structures and systems in the classroom
  - PECS training (refresher if done before)
  - Using visual strategies
  - Basic Makaton
  - Team Teach Training

### **Successful completion of 6 month probationary period**

Teaching Assistants on Level 3, should have followed the above training plan, achieved a level of competency as assessed by their Line Manager through class observation and CPD meetings and agreed by the Head Teacher.

Evidence must be available in the Teaching Assistant's CPD file.

### **Training Plan to enable a move to Level 4 – this will be considered after 1 year of employment at the school or 3 years of relevant employment**

Teaching Assistants applying for Level 4 will need to have completed an agreed training plan with their Line Manager. This must include:

1. NVQ Level 3
2. Training and good knowledge and evidence of:
  - 2 Day PECS training and ability to implement good practice in class.
  - Basic Makaton
  - Literacy/Numeracy for pupils ASD/SLD (in house)

- Understanding of 'P' Levels and BSquared assessment
- Awareness of how to record pupils behaviour
- Writing effective incident reports
- Writing Social Stories
- Attend in house training
- Running activities in the classroom
- After school club
- Attending parents evening and contributing to school events

On completion of this and having worked at the school for at least 3 years or having relevant experience, competency will be assessed by a member of the leadership team through CPD review and observation of good working practice. A report will then be submitted to the Head Teacher.

Evidence must be available through the Teaching Assistant's CPD folder and should include training reports and positive CPD reviews. The final decision will be made by the Head Teacher.

### **Training Plan to enable a move to Level 4 SLT TA position**

To be considered for a Level 4 SLT TA post, Teaching Assistants need to show evidence of the following:

1. NVQ 3 or relevant academic achievement
2. Makaton training
3. Excellent PECS practice and evidence of supporting teachers in the making of resources and activities
4. Understanding TEACCH principles
5. Team Teach training and refresher
6. In-house training on monitoring/classroom management
7. Some in-house management/mentoring training
8. Ability and willingness to deliver INSET
9. Ability and willingness to take on additional responsibilities
10. To commit to supporting teachers at Parents Evenings

Applicants for Level 4 posts will be appointed by interview.