


<b>Job Description</b>			 <p><b>St Giles School</b> No Dreams Are Out of Reach</p>
<b>Title</b> <b>TEACHING ASSISTANT</b> <b>SPECIAL SCHOOL</b> <b>Grade 4 scp 8 – 14</b>	<b>School:</b> St Giles School Babworth Road Retford Nottinghamshire DN22 7NJ	<b>Post Ref</b> <b>SG TA4 March23</b>	
<b>Job Purpose</b> To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups including those identified as having severe learning difficulties and those with challenging behaviour, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources.			
<b>Key Responsibilities</b> <ol style="list-style-type: none"> <li>1. Using specialist (curricular/learning) skills/training/experience to support pupils</li> <li>2. Assisting with the development and implementation of Individual Education/Behaviour Plans</li> <li>3. Establishing productive working relationships with pupils, acting as a role model and setting high expectations</li> <li>4. Promoting the inclusion and acceptance of all pupils within the classroom</li> <li>5. Supporting pupils consistently whilst recognising and responding to their individual needs</li> <li>6. Encouraging pupils to interact and work cooperatively with others and engaging all pupils in activities</li> <li>7. Promoting independence and employing strategies to recognise and reward achievement of self reliance</li> <li>8. Providing feedback to pupils in relation to progress and achievement</li> <li>9. Attending to pupils' personal needs and providing advice to assist in their social, health and hygiene development</li> <li>10. Supporting provision for pupils with special needs</li> <li>11. Working with the teacher to establish an appropriate learning environment</li> <li>12. Working with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate</li> <li>13. Monitoring and evaluating pupils' responses to learning activities through observation and planned recording</li> <li>14. Providing objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.</li> <li>15. Being responsible for keeping and updating records as agreed with the teacher, contributing to the review of systems/records as requested</li> <li>16. Assisting in the development and implementation of appropriate behaviour management strategies</li> <li>17. Undertaking marking of pupils' work and accurately recording achievement/progress</li> <li>18. Promoting positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour</li> <li>19. Establishing constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links</li> </ol>			

20. Administering and assessing routine tests and invigilating exams/tests
21. Facilitating smooth transition between educational phases
22. Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils, to include Inclusion Services, Speech Therapists, Physiotherapists, Occupational Therapists, Moving and Handling Specialists
23. Providing general clerical/admin support e.g. administer coursework, produce worksheets for agreed activities etc
24. Implementing agreed learning activities/teaching programmes, adjusting activities according to pupil responses
25. Implementing local and national learning strategies e.g. literacy, numeracy, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
26. Supporting the use of ICT in learning activities and develop pupils' competence and independence in its use
27. Helping pupils to access learning activities through specialist support
28. Determining the need for, preparing and maintaining general and specialist equipment and resources
29. Providing appropriate guidance and supervision and assisting in the training and development of staff as appropriate
30. Undertaking planned supervision of pupils' out of hours learning activities
31. Providing cover for the provision of PPA time for teaching staff, plus short term cover for absence for other staff
32. Supervising pupils on visits, trips and out of school activities as required
33. Supporting teaching assistant students in school settings
34. Leading teaching assistant group meetings to highlight and respond to current staff and school issues

### **General Responsibilities**

35. Be aware of and comply with school policy and procedures
36. Ensuring the safe organisation of learning activities and the physical teaching space and resources for which they have responsibility
37. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
38. Contribute to the overall ethos/work/aims of the school
39. Attend and participate in regular meetings
40. Participate in training and other learning activities as required
41. To be aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences as appropriate
42. Any other curriculum duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific terms, following consultation with the Recognised Trade Unions

**Person Specification****Education and Knowledge**

1. Good literacy and numeracy skills gained from general education to GCSE C grade or equivalent qualification (D)
2. NVQ level 3 for Teaching Assistants or equivalent qualification (E)
3. Additional relevant specialist training (D)

**Experience**

1. Experience of supporting children in a classroom environment (E)
2. Experience of establishing positive relationships with children and parents/carers (E)
3. Experience of working as part of a team (E)
4. Working knowledge of national curriculum and other relevant learning programmes/strategies (E)
5. Working with children and young people who have a special educational need and/or disability (E)
6. Supporting people implement personal care plans (eating, continence, toileting etc) to increase independence and participation (E)
7. Delivering and leading interventions or programmes (D)
8. Use of specialist equipment, such as hoists, and slings (D)
9. Supporting people implement personal care plans (eating, continence, toileting etc) to increase independence and participation (E)
10. Experience in delivering first aid, medication and physical intervention/behaviour management strategies. (candidates must be willing to deliver these areas also take part in activities such as PE, drama, dance and swimming)

**Personal qualities, skills and general competencies**

1. Reliable (E)
2. Committed to supporting children and young people with special educational needs (E)
3. A commitment to promoting equal opportunities and meeting individual needs. (E)
4. Reliable, hardworking, well humoured and patient (E)
5. Ability to work in a team to lead, inspire and motivate (E)
6. Ability to follow instructions and work to deadlines under own initiatives. (E)
7. Awareness of confidentiality. (E)
8. Able to manage time effectively. (E)
9. Ability to be flexible to meet the needs of the children. (E)
10. Effective communication, interpersonal and organisational skills. (E)
11. Ability to use ICT to store and retrieve data, the internet and email to support pupils' learning and personal development. (E)