



Job title: Teaching Assistant

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| Salary: | Grade 3 (JNC 4-6) |
| Hours: | Full time |
| Contract type: | Permanent |
| Reporting to: | Assistant Headteacher/SENDCo |
| Responsible for: | Students with additional needs (as directed) |

Main purpose

The Teaching Assistant will support other staff (particularly the classroom teacher) in ensuring students with additional needs have barriers to learning removed. They will do this by:

- Providing exceptional in class/out of class support to students in their care
- Have excellent relationships with students
- Ensure that they adapt the curriculum so that students with additional needs have full access to the curriculum.

Duties and Responsibilities

Support to Teacher

- Provide structured support in accordance with specific work programmes/Schemes of Work/Medium Term Plans designed and supervised by individual teachers.
- Support the SENDCo in the development and implementation of Individual Learning Plans/Teir Plans.
- Assist in maintaining classroom discipline through the implementation of the Academy's behaviour management strategies.
- Provide support to students to achieve learning goals, outlined in Learning Plans/Key Working/EHCP's.
- Assist the teacher with the planning of learning activities.
- Assist the teacher in monitoring students' responses to learning activities and accurately record achievement/progress as directed.
- Provide detailed and regular feedback to teachers on students' achievement, progress, problems etc.
- Undertake appropriate basic admin tasks.

Support to Students



- Accompany teaching staff and students on visits, trips and out of Academy activities as required.
- Encourage students to interact with others and engage in activities in/out of the classroom.
- Assist children in matters of personal needs and their general health including first aid and welfare matters.
- To act as a Key Worker for the student and be responsible for setting and monitoring weekly targets.
- Ensure regular communication is made with parents/carers.
- Provide general support to students ensuring their safety, by complying with good H&S practice.
- Update Provision Maps to ensure that students provisions are clear and costed effectively.

Support to Curriculum

- Assist the teacher in the preparation and development of agreed curriculum activities/materials.
- To provide support in literacy/numeracy/SEN strategies
- Support the use of ICT in learning activities and develop students' competence and independence in its use.
- Adapting the curriculum to meet the needs of individual students.
- Deliver targeted and planned interventions as directed by the SENDCo.
- Support relevant clubs and activities eg Homework Club/Breakfast Club.

Support to Academy (this list is not exhaustive)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Organise paperwork and information for the Annual Review process.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all students have equal access to opportunities to learn and develop.
- Liaise effectively with teachers/parents/carers, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the Academy.
- Attend relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of students out of lesson times, including before and after the Academy day and at lunchtimes

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Teaching Assistant will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Executive or Associate Headteacher.



Person Specification

(this is a guide and is not expected that any one candidate will necessarily fulfil all of the list points)

| Skills | Assessed |
|---|---|
| Qualifications <ul style="list-style-type: none"> English and Maths GCSE (C or above/ Grade 4 or above) Relevant qualification in supporting learning | AF AF |
| Experience <ul style="list-style-type: none"> Evidence of working successfully with young people who have challenging behaviour Evidence of supporting young people in a learning environment Attended courses that can aid the development of young people (for example counselling, mentoring) Demonstrate your ability to overcome a difficulty | I, R AF AF AF |
| Knowledge <ul style="list-style-type: none"> To understand young people with additional needs Be able to apply the Academy's policies effectively Understanding of working in a setting to educate young people Understand how to support a young person in and out of the classroom To be able to deal with parents and other agencies effectively To enable a young person to make effective progress Understands how to effectively safeguard young people | O AF, R AF O I I, R I, R |
| Leadership <ul style="list-style-type: none"> Has high standards and expectations of yourself Set high standards for others Is a motivator of others Can inspire young people embody the qualities of ASPIRE Is an effective team player Has integrity and accountability Has excellent intra/interpersonal skills Does not shy away from a challenge | AF O O I I I, R I I, R |
| Supporting Learning and Teaching <ul style="list-style-type: none"> Excellent Literacy and Numeracy skills Strong communicator Can work with young people in a range of settings Can form outstanding relationships with young people Can adapt lessons to suit the needs of all young people Has excellent time management and organisational skills Strives to drive achievement and standards Is resilient and possess an excellent sense of humour Will embed the Academy ethos into all aspects of Academy life Is proficient in the use of ICT | AF I O O I I, R I O R AF |



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