Prepare | Aspire | Succeed

Signed ……

Name ……
(in capitals)

Date ……

Please return one signed copy to Judith Woods, HR Manager, and retain the other copy for your records

JOB DESCRIPTION

Post Title: Teaching Assistant

Grade: Bucks Pay Range 1 pro rata (actual salary from £10,240 pa; £18,329 pa full-time equivalent)

Hours: 25 hours per week across 5 days (9.00am - 3.00pm with unpaid breaks), 38 weeks per year (term time only) following the timetable agreed with the SENDCO

Responsible to: SENDCO / Assistant SENDCO

Job Purpose: To assist in the support and integration of students with special educational needs within a mainstream school.

MAIN DUTIES

1. *Supporting the student*

    a. Drawing on knowledge of various forms of special needs, to develop an understanding of the specific needs of the student concerned.

    b. Taking into account the special needs involved, to aid the student(s) to learn as effectively as possible both in group situations and on their own, for example:

        i. Clarifying and explaining instructions;
        ii. Ensuring a student is able to use equipment and materials provided;
        iii. Motivating and encouraging students as required;
        iv. Assisting in weak areas, eg. language, behaviour, reading, spelling, handwriting/presentation;
        v. Acting as readers/amanuensis;
        vi. Helping students to concentrate and finish work set;

vii. Meeting physical needs as required whilst encouraging independence;
viii. Liaising with Subject Teacher devising complementary learning activities where possible.

c. To establish a supportive relationship with the student(s) concerned.

d. To encourage acceptance and integration of the student with special needs.

e. To develop methods of promoting/reinforcing student(s) self-esteem.

2. *Supporting the school/staff*

a. To assist the SENDCO (and other professionals as appropriate) in the development of a suitable plan of support for students with special needs.

b. To record student(s) progress in files provided.

c. To assist with photocopying, typing and filing as required.

d. To assist before school/break/lunchtime with literacy/numeracy/homework activities.

e. To attend meetings and training sessions with the SENDCO and Assistant Headteacher as required.

f. To participate in the evaluation of the support programme.

g. To provide regular feedback about the students to the teachers concerned and SENDCO.

h. Where appropriate, to develop a relationship to foster links between home and school.

i. To liaise, advise and consult with other members of the team supporting the student(s) when asked to do so.

j. To contribute to reviews of student(s) progress.

k. To attend relevant training.

l. To be aware of School policies and procedures.

m. Such other duties as may from time to time be reasonably required.

THE COTTESLOE SCHOOL – TEACHING ASSISTANT PROFESSIONAL STANDARDS

Fulfil wider professional responsibilities

- Improve your practice through appropriate professional development, responding to advice and feedback from colleagues.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Make a positive contribution to the wider life and ethos of the school.
- Contribute to maintaining and analysing records of pupil progress.

Manage behaviour effectively to ensure a good and safe learning environment

- Maintain positive relationships with staff, pupils and parents.
- Communicate professionally.
- Manage individuals and groups effectively, using approaches which are appropriate to pupils.
- Have high expectations of behaviour, and encourage positive behaviour through praise, sanctions and rewards consistently and fairly.
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with school policies and expectations.
- Have a clear understanding of the needs of all pupils, including those with special educational needs, those of high ability, those with English as an additional language and those with disabilities in order to support their academic progress.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt support for pupils at different stages of development.

Make use of data and assessment

- Monitor student attainment, progress and outcomes in order to provide focused feedback.
- Reflect on the effectiveness of interventions and on your practice.
- Contribute to the design, selection and provision of resources and learning activities.

Adapt support to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately to effectively support learning.
- Have a secure understanding of the factors that affect learning and how best to overcome these.
- Demonstrate a clear understanding of appropriate support strategies within the subjects being supported.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English.

Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate appropriate subject knowledge

- Have knowledge of the relevant subject(s), foster and maintain pupil progress.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on support strategies.
- Advance learning when supporting individuals, small groups or whole classes.

Promote good progress and outcomes by pupils

- Monitor student attainment, progress and outcomes in order to provide focused feedback.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- Dispositions to meet these objectives.

Set high expectations which motivate students

- Understand learning objectives set and guide pupils of all backgrounds and abilities to successful outcome.
- Establish a safe and stimulating environment for pupils, rooted in mutual respect.

PERSON SPECIFICATION

This acts as selection criteria and gives an outline of the types of person and the characteristics required to carry out the post. Please make sure when completing your application form that you give clear examples of how you meet the essential and desirable criteria.

1 = Application form 2 = Interview 3 = Practical and/or Reference 4 = Proof of qualification

	Essential	Desirable	How Measured
TRAINING/QUALIFICATIONS:			
Grade A* - C at GCSE or equivalent in English and Maths	✓		1, 4
High standard of written and spoken English	✓		1, 2, 3
Evidence of continuing professional development		✓	1
Computer literate		✓	1
SKILLS AND COMPETENCIES:			
Good communication skills and ability to converse easily with accurate spoken English	✓		1, 2, 3
Ability to work as part of a team	✓		1, 2, 3
Ability to work calmly and professionally with young people	✓		1, 2, 3
Confident working in a classroom setting	✓		1, 2, 3
Good personal organisation	✓		1, 2, 3
EXPERIENCE:			
Working with young people, preferably secondary school age	✓		1, 2, 3

The Governing Board of The Cottesloe School is committed to safeguarding and promoting the welfare of the students. This role involves contact with children and all employees are expected to share this commitment, to follow the school's safeguarding policies and procedures and to behave appropriately towards children at all times whilst undertaking school activities and in their personal lives.

The school's policy is to renew DBS checks for all staff, volunteers and governors every five years. Staff have a duty to inform the Headteacher of any change in their DBS status and to make the Headteacher aware of any incidents that may impact on their ability to work with children and young people.

The postholder will ensure that school policies are reflected in all aspects of their work, in particular those relating to safeguarding children, equal opportunities, health and safety, data protection, code of conduct and professional behaviour.

The postholder will be required to undergo criminal, teacher status, qualification, identity, medical and reference checks as part of the safer recruitment process and must be willing to participate in further training as the job requires. All staff are expected to take responsibility for safeguarding and promoting the welfare of students at the School.

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable a suitably qualified applicant with a disability (as defined under the Act) to meet the requirements of the post.

This job description and person specification sets out the duties of the post at the time it was drawn up. The duties of this post may vary from time to time, as required by the Headteacher, without changing the general character of the role or the level of responsibility.