



Teaching Assistant job description

Post:	Teaching Assistant
Grade	SCP05-10/UR Grade D
Responsible to:	Phase Leader
Working time:	Term Time Only 39 weeks per year, 35 hours per week

Job summary

To work under the guidance and instruction of designated senior leader to undertake duties including work with/care for/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area under the guidance of teaching staff. It may be modified by the Principal, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Key Tasks

- To provide physical and communication support using modes of communication appropriate to the individual needs of the child
- To provide communication support to enable full access to the curriculum and any extra curricula activities e.g. lessons, assemblies, parents' evenings, reviews and visits
- To work with individuals and groups of students in class with additional needs under the direction of the class teacher and SENCO
- To help plan and organise learning activities for students being supported
- To provide support in a manner which facilitates the child's cognitive development by removing barriers to learning
- To ensure the physical welfare of students and assist students with their physical needs as appropriate and agreed, e.g. assisting with lifting moving and handling, intimate care
- To clarify, modify and adapt materials to an appropriate level according to need
- To participate in the Academy's student mentoring programme and ALA programme
- Under the guidance of the SENCO, contribute to setting individual targets and to the review of those targets. Attend and contribute to meetings to review students' progress, and contribute to written reports
- To monitor the progress of identified students, keep written records consistent with Academy systems and provide the teacher with feedback on students' progress in relation to provision
- To provide support for students' emotional and social development by encouraging and modelling positive behaviour, and dealing with disruption as agreed in the Academy's Relationship policy. Contribute to programmes of support for identified students
- To liaise with professionals and external agencies where necessary under the direction of the SENCO
- To assist in the production of appropriate teaching materials
- To contribute to the target setting and review process and support pupil in meeting specific targets of IEP.
- To maintain and monitor the use of specialist equipment and promote optimum use of specialist equipment in all settings
- To liaise with staff, parents and relevant professionals
- To undertake relevant training as part of continuing professional development
- Attend all staff meetings and supervision sessions
- To maintain appropriate records of work and progress
- To promote the pupil's inclusion within the school
- To promote the pupil's independence skills in communication, learning and social skills

Key Organisational Objectives

- Following Health and Safety requirements and initiatives as directed
- Ensuring compliance with Data Protection legislation and confidentiality
- The Academy is committed to safeguarding and promoting the welfare of children and young people and we expect all staff to share this commitment.
- At all times operating within the school's Equalities policies.
- Commitment and contribution to improving standards for pupils as appropriate
- Adopting Customer Care and Quality initiatives
- Fulfilling the role of Student Personal Adviser and/or mentor if required
- Contributing to the maintenance of a caring and stimulating environment for young people
- At all times the postholder must adhere to professional business standards of dress, courtesy and efficiency in line with the ethos and specialism of the Academy

Special Conditions of Service

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointment interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions.

Equal Opportunities

The postholder will be expected to carry out all duties in the context of and in compliance with the TEFAT's Equal Opportunities Policies.

TEFAT Ethos

Put children first

- We trust and value your professionalism
- We share the responsibility for the learning and welfare of all of our children
- Our purpose is to improve the lives of children

Be safe

- Don't assume that someone else will do it
- Look after yourself, your colleagues and all children
- We are all responsible for each other's safety and well being
- Discuss any concerns with an appropriate member of staff

Be kind & respect all

- People are allowed to be different as are you
- Kindness creates the positive environment we all need to flourish
- This kindness should extend to ourselves as well as to others

Be open

- If you can see a better way, suggest it
- If someone else suggests a better way to you, consider it
- We exist to nurture innovators and support those who take informed risks in the interests of children

Forgive

- We all make mistakes
- Admit them, learn from them and move on

Make a difference

- Making the world a better place starts with you
- Model the behaviour that you would like to see from others

Person specification

	Essential	Desirable
Qualifications		
GCSE grade C or above in Maths and English (or equivalent)	<input type="checkbox"/>	
Educated to degree level or equivalent		<input type="checkbox"/>
Experience		
Experience of using Google suite	<input type="checkbox"/>	
Experience of working with young children and their families in a multicultural environment		<input type="checkbox"/>
Experience of developing and delivering individual education programmes for children with specific needs		<input type="checkbox"/>
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Experience of the management and improvement of progress of students with SEND by implementing group and individualised support programmes		<input type="checkbox"/>
Experience of tracking progress of students with SEND in and out of class		<input type="checkbox"/>
Experience of setting up and running a range of administrative systems		<input type="checkbox"/>
Experience of developing banks of resources for students and teachers		<input type="checkbox"/>
Experience of using email/internet	<input type="checkbox"/>	
Experience of using databases		<input type="checkbox"/>
Personal		
Must be well organised	<input type="checkbox"/>	
Must be well presented	<input type="checkbox"/>	
Excellent communication skills in writing and orally at all levels	<input type="checkbox"/>	
Ability to work under pressure whilst maintaining a positive, professional attitude	<input type="checkbox"/>	
Ability to work as part of a team	<input type="checkbox"/>	
Ability to organise and prioritise workload and work on own initiative	<input type="checkbox"/>	
Ability to take accurate messages and follow up where necessary	<input type="checkbox"/>	
Ability to communicate effectively with staff, students, parents and agencies/ statutory bodies etc and maintain good working relationships	<input type="checkbox"/>	
Ability to accurately input information on a database	<input type="checkbox"/>	
Flexible and willing to contribute to the success of the team	<input type="checkbox"/>	
Administrative		
Experience of using, setting up, maintaining and developing administrative systems	<input type="checkbox"/>	
Problem solving	<input type="checkbox"/>	
Attention to detail in communication and planning	<input type="checkbox"/>	
Relations		
Have excellent interpersonal skills and be able to communicate effectively	<input type="checkbox"/>	
Ability to develop good relations with staff and pupils and the wider school community	<input type="checkbox"/>	
Be a good team player	<input type="checkbox"/>	