

TEACHING ASSISTANT



JOB DESCRIPTION & PERSON SPECIFICATION

Purpose of the Job

- To support pupils' learning by contributing effectively to a range of learning activities within the classroom as directed by the teacher, and contribute to behaviour management.
- To support the learning and inclusion of pupils with SENDs.

Duties

- Contribute effectively to lesson planning, preparation of resources, organisation of pupils' work, and other tasks necessary to maintain a good learning environment.
- Develop a clear understanding of the individual needs of pupils' and their targets.
- To develop own knowledge of the range of SEND 'areas of need' and strategies to support same.
- Adopt a range of strategies, in line with the school policies and procedures, to promote good behaviour and social skills.
- Demonstrate and promote the positive values, attitudes and behaviour you expect from all pupils across the school.
- Have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds and be committed to developing their ability to learn.
- Work collaboratively with colleagues, knowing when to seek help and advice.
- At all times safeguard pupils and maintain safe working practices in accordance with Buckinghamshire Council and school guidelines and policies.
- Contribute effectively to assessment procedures and recording pupil progress, both academic and their social, emotional and behavioural development.
- Contribute effectively to housekeeping and maintenance tasks within the Learning Support classroom (SS1), including wall displays, filing and other administrative tasks as directed by the SEND Manager.
- Maintain confidentiality at all times in accordance with school policies and procedures.
- Recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views and by challenging bullying or harassment, following relevant procedures and policies.
- Maintain agreed records and prepare reports on pupils' progress as required.
- To undertake break / lunch duties as required.
- Liaise appropriately with parents, carers and other professionals as requested by and under the guidance of the SEND Manager.
- Assist with offsite activities and supervision of pupils when appropriate.
- Participate in staff development, staff meetings and INSET days where necessary.
- Liaise with the SEND Manager/Class Teacher/TA colleagues following initial assessment in order to agree the intervention required and assist in development of support plans, taking into account and matching the needs of both the pupil and the school.
- Work directly with pupils in order to develop a relationship and an understanding of their circumstances and to provide support as required by promoting self-esteem.
- Work with individual pupils to formulate and develop strategies aimed at achieving and developing independent learning skills and behavioural change.
- Encourage and support pupils to achieve the agreed outcomes.
- Assist and encourage pupils by helping them to identify and access appropriate resources and facilities.
- Liaise regularly with class teachers and colleagues to report on work undertaken, pupil progress, development and achievement.
- Monitor pupil progress, development, achievement and maintaining a record of work undertaken with pupils.
- Contribute to discussions and participate in meetings when requested with staff, parents and other professionals.
- Liaise appropriately with other agencies and professionals as required.
- Liaise with parents/carers at regular intervals where required.
- Use ICT to advance pupils' learning as required.
- To facilitate agreed access arrangements for pupils during internal and external examinations.

- To support own professional development by: undertaking training as appropriate; seeking to improve practice via collaborative working with colleagues and sharing of good practice; keeping up to date records relating to supporting evidence and new targets on performance management for appraisal process
- To undertake any further duties reasonably requested by the Headteacher or Line Manager.

First Aid

- To support the day to day First Aid needs and to work as part of the First Aid Team as required.

CONTEXT: All staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. They are required to support and follow all relevant school policies including those for behaviour and child protection. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment. They should be involved in promoting the acceptance and integration of pupils with special educational needs. They might also be involved assisting pupils for whom English is an additional language

This post meets the definition of ‘Regulated Activity’ as defined in the Safeguarding Vulnerable Groups Act 2006.

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person’s criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the School / Authority.

Disclosures are handled in accordance with the DBS Code of Practice which can be accessed via www.disclosure.gov.uk ‘The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

Signed: _____ Date: _____
(TA)

Signed: _____ Date: _____
(HEADTEACHER)

PERSON SPECIFICATION

TEACHING ASSISTANT

TRAINING AND QUALIFICATIONS

	Essential	Desirable
Good levels of competency in literacy and numeracy, minimum GCSE C grade or equivalent qualification.	√	
Previous experience of working as part of a SEN / Learning Support Team.		√
Experience of working with children and/or teenagers.	√	
Relevant first aid qualification or willingness to undergo training.		√

KNOWLEDGE AND SKILLS

	Essential	Desirable
Knowledge of the secondary education system		√
Awareness of Code of Practice		√
Good time management and adherence to deadlines	√	
Ability to write clearly and concisely	√	
Ability to use basic technology	√	

PERSONAL QUALITIES

	Essential	Desirable
Good communication and interpersonal skills	√	
Commitment to teamwork and collaborative practice	√	
Ability to build good relationships with a range of adults and students	√	
Ability to motivate students	√	
A willingness to be involved in extra-curricular activities	√	
A willingness to undertake additional training	√	
Commitment to inclusive education	√	
Self-motivated, enthusiastic and able to work on own initiative	√	
An understanding of and commitment to equal opportunities issues both within the workplace and the community in general	√	
A commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.	√	