



JOB DESCRIPTION

Job Title:	Teaching Assistant – Level 2
Responsible to:	SENDco
Grade:	Band E, Points 13-17
Hours:	37 hours per week, Mon & Wed 8.00am-4.30pm, Tues, Wed, Fri 8.00am-3.30pm
Contract:	Permanent, Term Time Only Plus 5 Inset Days
Disclosure Level:	Disclosure Barring Service – Enhanced Certificate

Note: These are broad descriptions of the types of duties/activities expected at this level, for illustrative purposes. They are not intended to provide an exhaustive list of duties

BROAD DESCRIPTION:

“The primary role is to work with teachers to raise the learning and attainment of pupils while also promoting their independence, self-esteem and social inclusion. To give assistance to pupils so that they can access the curriculum, participate in learning and experience a sense of achievement.”
Professional Standards for Teaching Assistants (June 2016)

In line with the SEND Code of Practice (2014), the postholder will provide support to targeted students in the classroom and through personalised intervention programmes directed by the SENDco, in order to improve access to the curriculum and to accelerate progress. The role requires the postholder to work with teaching and support staff in a range of roles: including Heads of Department, HLTAs and Pastoral Staff.

- To work 1:1 with students who demonstrate barriers to their learning and who may have SEND, including those who are Statemented or have an EHCP.
- To mentor and engage with the student, delivering specifically designed packages of intervention, helping to raise self-esteem and develop communication skills.
- To advance students' learning in a range of contexts: you will be required to work with groups of students and on a one to one basis across a range of subjects.
- Occasional support to whole classes for short periods.
- To support the work of a qualified teacher and under an agreed system of supervision, have some responsibility for agreed tailored learning activities.
- This involves undertaking specified work (see * below), involving supporting planning via differentiation strategies, preparing and delivering learning activities to individual students / target groups - monitoring, assessing, recording and reporting on pupil development, progress and attainment.
- (*Under S133 of the Education Act 2002, specified work is defined as:
 - a) Assisting with the planning and preparing of tailored lessons and courses for students.
 - b) Assisting with the delivery of lessons to students - includes delivery via distance learning or computer aided techniques.
 - c) Assessing and recording the individual development, progress and achievement of students.
 - d) Reporting on the development, progress and attainment of students in target groups.

TYPICAL TASKS, DUTIES AND RESPONSIBILITIES

Support to students:

- Support students' learning in the Guided Learning Centre and within a range of classroom settings, including working with individuals and target groups and/or for short periods where the assigned teacher is not present.
- Working with students with complex needs: monitor and provide for their general care, safety and welfare, including undertaking tasks connected with social inclusion and personal/ physical care.
- Establish productive working relationships with students, acting as a role model, demonstrating positive values, attitudes and behaviour and setting high expectations.
- Contribute to students IEPs: reviewing and updating progress, as part of the plan do review cycle - attend review meetings if appropriate.
- Provide feedback to students in relation to progress and achievement.
- Promote the inclusion and acceptance of all students within the classroom, encourage them to interact and work co-operatively with others and to engage in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.

Support to teachers:

- Within the school's discipline policy, assist with behaviour management strategies and techniques to manage behaviour constructively and contribute to a purposeful learning environment.
- Support the organisation and management of learning activities (including learning environment and resources) in ways which keep students safe, both within the structure of the school day and in addition to.
- Assisting in the delivery of timely interventions with targeted students, as directed by SENDco/ Assistant SENDco.
- Ensuring that accurate records of support and interventions are kept updated and records of individual student progress.
- Develop ICT resources to help support individual or identified groups of students.
- Support the role of parents in students' learning and contribute to meetings with parents to constructively feedback on pupil progress/achievement.
- Assisting with ensuring that SEND students are appropriately supported in examinations and during controlled assessments.
- Where relevant, direct and/or guide the work of Apprentice TAs in supporting teaching and learning both in and out of the classroom.

Support to the curriculum:

- Support the organisation and manage safely the learning activities, teaching space and resources, taking account of students' interests, language and cultural backgrounds.
- To support the inclusion of vulnerable students in extra-curricular activities and trips.
- Support the deliverance of learning activities to students within an agreed system of supervision, adjusting activities according to pupil responses/needs.
- Assist with the appropriate deployment and use of specialist aid/resources/equipment.
- Use their area(s) of expertise to support the planning and preparation of learning activities during unstructured times.
- Use ICT effectively to advance learning and develop student' competence and independence in its use.

Support to the school

- Contribute to the overall ethos/work/aims of the school.
- Be aware of and support difference and ensure all students have equal access to opportunities for them to learn and develop.
- Comply with procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the designated person.
- Carry out administrative duties to support teaching and learning within curriculum areas.
- Support in the co-ordination and/ or support a school activity e.g extra-curricular activities, work experience, home-school liaison, SEND work.
- Establish constructive relationships and communicate with other agencies/professionals to support achievement and progress of students, in liaison with the teacher.
- Attend and participate in meetings as required.

- Participate in training, other learning activities and performance management as required
- Undertake any other duties commensurate with the duties/responsibilities/grade of the post

All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties normally allocated to posts at a lower responsibility level, in pursuance of raising pupil achievement and effective team working.

Responsibility for people (other than employees supervised/managed): The post has considerable impact on the wellbeing of individuals or groups, through contributing to policy development and review and to the development and delivery of learning activities and providing appropriate care/support to students with complex behaviour, learning, and/or health care needs.

Responsibility for staff: The post has some responsibility for others, through demonstrating good practice, guiding/advising and directing other staff/ volunteers who support behaviour management/ teaching and learning.

Responsibility for budget: The post has no direct responsibility for financial resources, though could be involved in occasional handling small amounts of cash, processing cheques, invoices etc.

Responsibility for physical resources: The post has some direct responsibility for physical resources, including safe/secure record keeping and maintenance and management of learning resources.

General:

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job which are commensurate with the grade and job title.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Post subject to Enhanced DBS Disclosure.

I accept the terms and conditions of the Job Description.

Signed: _____

Name: _____

Date: _____

May 2018