POST TITLE: **TEACHING ASSISTANT**

GRADE: **Scale 4**

DEPARTMENT: **Schools**

RESPONSIBLE/REPORTING TO:

PURPOSE OF THE JOB

To provide support for pupils, the teacher and the school in order to improve outcomes for all pupils in relation to:

- raising standards of achievement;
- promoting independent learning;
- providing support for young people's welfare;
- supporting inclusion in all aspects of school life.

Main Duties

Please note – notes in italics do not form part the main job description, but are intended as additional guidance and examples of the role in the context of Richard Cloudesley School.

1. Work as part of the staff team at the direction of the Headteacher/Deputy Headteacher/SENCO/Class Teacher to support teaching provision and pupils' learning.

2. Under the guidance of the Class Teacher, to work with individuals and groups of pupils in class, including those pupils with additional educational needs, to help them to achieve to the best of their ability.

   This may include small group or 1:1 work with individual students, within Richard Cloudesley School or mainstream classes.

3. At the direction of the Class Teacher, to help to organise activities, prepare resources and implement strategies for teaching and learning.

   This may include setting up AAC devices, assisting with hydrotherapy, yoga and Rebound therapy sessions, use of the sensory room, use of the school library, use of trikes, standing frames, walkers.

4. Support programmes for teaching literacy and numeracy and assist pupils to access the full curriculum. Be familiar with lesson plans, short term goals and learning objectives.

   This may include intensive interaction, modelling and use of AAC systems.

5. Observe pupils' performance, and using the systems in place in the school/class provide the teacher with feedback on pupil progress in relation to provision.

6. Provide support for pupils' emotional and social development by encouraging and modelling positive behaviour, and dealing with disruption as agreed in the school's Behaviour Management Policy.

7. Ensure the physical welfare of pupils and assist pupils with their physical needs as appropriate and agreed.

   This may include assisting with personal care needs, standing, walking, positioning, assistance with splints and gaiters, assistance at meal and snack times, assisting with pre-determined physical plans such as stretching and exercising. With appropriate training and confirmation of competence, this may also include suctioning, gastro feeds, chest percussion and administration of emergency medication.

8. Communicate and liaise with other members of school staff in order to ensure the most effective provision for pupils' academic, physical, emotional and social development.

   This may include the therapy and health team, school office (resourcing and ordering), manual handling risk assessor.

9. Under the direction of the Class Teacher, communicate with professionals from outside the school and contribute to meetings held to review pupils' progress.

10. In collaboration with the Class Teacher, communicate and liaise with parents and carers to facilitate the progress and inclusion of pupils.

    This may include communication with families by switch, home school book, telephone.

11. Supervise pupils in the playground and organise play time activities.

12. Attend outings with pupils, in accordance with school policies and safety guidelines, providing assistance with pupils' care and welfare and with the learning activities undertaken.

    This may include short trips accompanying pupils within the local area (without a teacher, where a risk assessment has deemed it appropriate), or travel to another location where a qualified member of staff is present to lead a session (for example – music therapist or physiotherapist).

13. Undertake any other reasonable duties from time to time as may be directed by the Headteacher or his/her nominee.

Personal responsibilities

1. Be aware of key school plans, policies and procedures, especially the School Improvement Plan, Staff Code of Conduct, Behaviour Policy, Health and Safety Procedures and Child Protection Procedures.

2. Take part in the appraisal process in order to identify and agree development and training needs.

3. Within your contracted hours, and as identified in Performance Management Processes, undertake such training as may be required to enable you to provide the school with effective support. Training may be provided centrally or in school.

4. Within your contracted hours, attend staff meetings as required.

5. Be aware of the emotional, behavioural, learning and physical needs of the pupils you support.

6. Respect the confidentiality of pupil information and respond sensitively to pupils' needs.

PERSON SPECIFICATION
FOR TEACHING ASSISTANT

The person specification sets out the criteria to be used in determining whether an individual is likely to be able to undertake the duties in the job description.

Education:

1. Hold GCSE (A-C) or equivalent in English and Maths.
2. **For TAs with a BSL focus:** qualified to a minimum of BSL Level 3.
3. Willingness to attend training as appropriate and relevant to the post, within and outside of school.

Experience:

4. Experience of working with children (in either a paid or unpaid capacity) preferably in an education setting.

Abilities:

5. An awareness of and ability to support the learning and physical needs of the pupils.
6. Ability to form and maintain appropriate professional relationships and boundaries with children and young people.
7. Ability and willingness to work as part of a team.
8. Ability to supervise pupils effectively both in and out of school in line with the school's policies.
9. Ability to communicate effectively with a range of people.
10. Ability to organise the classroom activities e.g. preparing and setting out resources and implementing strategies for teaching and learning (under direction).
11. Ability to deal with sensitive information in a confidential manner.
12. Understanding of basic First Aid procedures.
13. Knowledge and understanding of and commitment to implement the school's curriculum strategies.
14. A commitment to providing a responsive and supportive service and a willingness to constantly seek ways of improving the service.
15. A commitment to deliver services within the framework of the school's equal opportunities policy.
16. Understanding of and commitment to work within the scope of school policies and procedures.
17. Knowledge & understanding of the school's health and safety policy.
18. An understanding of the importance of lesson plans, IEPs and learning objectives and to contribute to pupils' learning.
19. Willingness to attend and participate in meetings to review pupils' progress.