

**Job Title: Teaching Assistant – Return to Learning Centre Coordinator**  
**Responsible to: Principal, SENCO and Designated Teachers**  
**Working time: 28 hours per week, term time + 5 staff development days**

**Overall Responsibility:** To assist in the support and inclusion of pupils within the school, ensuring students successfully transition back to mainstream lessons. To ensure a purposeful working environment within the centre providing appropriate one-to-one support for an individual pupil, or support for a small group of pupils within class of any ability and in any curriculum area.

**Duties:** Work effectively with other teaching staff in addressing the needs of pupils, and contributing in a more general manner to the quality of teaching and learning. This includes attending various meetings where there are relevant items on the agenda e.g annual review meetings. To support and complement the work of teachers by:

***Preparing resources***

- Responding to individual needs by personalising resources with mathematics, reading and writing and SEAL on an individual and small group basis
- To coordinate the learning of very small groups of children in the academy's Return to Learning centre.
- Supporting the teacher in behaviour management and reinforcing agreed rules in working with pupils
- Assisting with assessing, recording and reporting (including verbal feedback to teacher and parents) on pupil progress and attainment
- Planning with a teacher specific strategies and targets for improvement, e.g. assist in the compilation, implementation and review of IEPs
- Be familiar with a range of resources suitable for individual or small group needs, and to use them to ensure pupil motivation; helping to develop programmes of learning activities and adapting appropriate materials
- Work with and act upon guidance provided by SENCO, and other professionals such as Speech Therapists and Educational Psychologists
- Liaise with the SENCO and class teachers regarding progress made, problems arising, and any difficulties with accessing work and/or resources with regular contact with TAs, colleges and parents
- Arrive in class, on or before the start of the lesson, and to begin and end lessons on time setting a good example in terms of personal presentation, attendance and punctuality
- Provide assistance with marking and correcting work
- Take appropriate action related to any problems or emergencies that occur during the lesson in accordance with the School's policies and procedures
- Comply with all school policies – particularly those on child protection, health and safety, confidentiality and data protection

***Supporting Pupils – Learning***

- Assist in the promotion of development and learning (physical, emotional and behavioural)
- Work to develop inclusion of all pupils within a lesson. This may be done by encouraging pupils to work collaboratively, by ensuring equitable access to resources or by further developing the use of ICT in lessons
- Be familiar with a range of teaching resources and strategies suitable for the needs of individuals or small groups and to use them effectively, e.g.
- Develop pupils' cognitive skills by reinforcing concepts or terminology or discussing a query raised by a pupil – thus enabling pupils to understand the subject matter and task at hand

- Develop pupils' problem solving skills by providing opportunities for developing investigative skills, and encouraging pupils to use a variety of information sources and to seek a range of solutions
- Assist in the development of other key skills which aid pupils' learning, e.g. Numeracy, Literacy or more specifically typing on a computer keyboard or time management skills
- Give assistance by means of prompts, suggestions and hints to enable the learner to solve the problem/complete the task by challenging, motivating and encouraging students
- Translate tasks at pupil level by restructuring the task into graded, achievable steps and provide appropriate resources to enable the pupil to turn potential into success
- Encourage pupils to explain and understand their thought processes
- Encourage pupils to work independently when appropriate, so they take responsibility more for their own learning and develop greater self-confidence, independence and pride in their own work
- Enable pupils to become effective members of a group by ensuring they understand and follow the roles expected in group situations
- Encourage pupils to build on existing effective relationships in order to share ideas and opinions with peers and adults

#### ***Supporting Pupils – Pastoral***

- Support the member of staff in providing a safe learning environment
- Provide support for pupils with emotional, social and behavioural problems, e.g. by giving time to listen to their concerns, to enable pupils to feel valued and respected
- Deal with or report, to the nearest member of the teaching staff, incidents that are seen or reported regarding pupils' welfare
- Report to the teacher any incidents of disruptive or unacceptable behaviour of pupils during the lesson that may be unknown to the teacher
- Assist in the personal and social care of the pupils
- Oversee the taking of prescribed medicines under the Headteacher's direction, and assist in the arrangements of any medical examinations
- Assist pupils to carry out personal care and hygiene tasks
- Assist identified pupils on arrival and departure from school
- Organise structured activities and games whenever appropriate to foster good social interaction when required
- Support child's interactions with peers during unstructured times e.g. lunchtimes/break times
- Act in accordance with the School's policies and procedures, in particular those relating to SEN and Child Protection
- Contribute to the Extended Schools programme as indicated within the School Improvement Plan, e.g. by assisting on school outings and various activities

#### ***Health and Safety***

- Undergo Basic First Aid/ Safeguarding training and update courses as directed by Principal
- Be aware of the responsibility for personal Health, Safety and Safeguarding and that of others who may be affected by your actions or inactions
- Co-operate with the employer on all issues to do with Health, Safety & Safeguarding

#### ***Continuing Professional Development – Personal***

- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments related to school efficiency, which may lead to improvements in the day-to-day running of the School
- Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available
- Maintain a professional portfolio of evidence to support the Performance Management process - evaluating and improving own practice
- Attend Teaching Assistant meetings as directed

- Additional tasks may be negotiated and agreed at the time of appointment and at annual review. These additional tasks are seen as an important part of the School's continuing professional development programme.

#### **Selection Criteria - Teaching Assistant**

- NVQ3 or higher qualification as a minimum
- Grade C or above, in all of the core subjects; English, Maths,
- Excellent classroom practitioner and fundamental understanding of how students learn
- A thorough knowledge of the KS3 and KS4 curriculum
- Good leadership skills
- Excellent interpersonal and communication skills
- Ability to effectively manage student behaviour, and to establish an appropriate classroom environment that supports and promotes learning and achievement
- A good record of involvement in extra-curricular activities
- An understanding of and commitment to policies for promoting equal opportunities in all aspects of work within the school
- A belief in inclusive education and the ability of all students to learn and make progress regardless of their socio-economic background
- Ability to be flexible
- Possess excellent organisational skills combined with the ability to prioritise time and tasks in order to meet deadlines and provide a friendly and efficient service
- Be passionate about inclusion.

**Commented [SA1]:** Do I need this as well as the above?