**FAIRFIELD HIGH SCHOOL FOR GIRLS**

**JOB DESCRIPTION**

|  |  |
| --- | --- |
| **1.** | **INTRODUCTION** |
| **1.1** | **Post Title:** | TEMPORARY TEACHING ASSISTANT |
| **1.2** | **Post Purpose:** | **To provide support for pupils with learning and/or behavioural needs.** |
| **1.3** | **Reporting to:** | Special Educational Needs Coordinator (SENCO), Assistant SENCO |
| **1.4** | **Liaising with:** | SEN Team, Class Teachers, Subject Leaders and Directors of Faculty as appropriate.  |
| **1.4** | **Working Time:** | 32.5 hours per week – term-time only plus four teacher training days.(08:00-15:15) |
| **1.5** | **Salary/Grade:** | Grade F (points 24-28) pro-rata. |
| **1.6** | **Disclosure level** | Enhanced |
| **2.** | **MAIN DUTIES AND RESPONSIBILITIES:** |
| **2.1** | To implement individual learning programmes for pupils or groups of pupils with Special Educational Needs/Additional Needs under the guidance and direction of the SENCO and Assistant Director of SEND. |
| **2.2** | To participate in procedures with regard to the SEND code of practice. |
| **2.3** | To provide advice and support for teachers in respect of the learning needs and appropriateness of approach for pupils with learning and/or behavioural difficulties. |
| **2.4** | To assist with the preparation and implementation of individual pastoral support and learning programmes under the guidance and direction of the appropriate person. |
| **2.5** | To provide advice and support for staff on the development and implementation of strategies to avoid the escalation of poor classroom behaviour. |
| **2.6** | To participate in staged procedures with regard to the exclusion and reintegration of pupils. |
| **2.7** | To implement individual learning programmes with individual pupils or with small groups including the use of computer aided learning packages. |
| **2.8** | To support pupils within the mainstream classroom to enable them to access and respond to the curriculum (supporting reading, writing, communication and Maths skills and the presentation and organisation of work) in partnership with the class teacher. |
| **2.9** | To support pupils as directed during public and school examinations and assist with exam invigilation when necessary. |
| **2.10** | To share responsibility for the supervision of pupils in the mainstream classroom and to take that responsibility in a one-to-one or group withdrawal situation. |
| **2.11** | To assist in delivery of literacy, numeracy and behavioural modification programmes and any other types of intervention programmes. |
| **2.12** | To maintain personal records, in an agreed and established format, of work completed. |
| **2.13** | To support the delivery of the literacy, numeracy and progress strategies as appropriate. |
| **2.14** | To participate in meetings and reviews as required. |

|  |  |
| --- | --- |
| **2.** | **MAIN DUTIES AND RESPONSIBILITIES (cont.):** |
| **2.15** | To work closely with disaffected pupils whether they have learning and/or behavioural difficulties or are underachieving for whatever reason. |
| **2.16** | To work both within and outside the classroom to support individuals and groups by providing appropriate interventions and activities, which will help to prevent, maintain or improve positive behaviour for learning. |
| **2.17** | To manage the behaviour of pupils according to the school’s Policy for Outstanding Conduct and Behaviour so that effective learning can take place and maintain a constructive working environment in the classroom. |
| **2.18** | To act as a member of the in-house support team for pupils and teachers in the delivery of Pastoral Support Programmes. |
| **2.19** | To attend case conferences, review meetings, action planning meetings or supply information for the same, with reference to individual pupils, as required and directed by the Headteacher. |
| **2.20** | To accompany staff on school trips if required. |
| **2.21** | To work as part of a team and adopt flexible working practices. |
| **2.22** | To undertake break and lunch duties as required (including cover for absent colleagues). |
| **2.23** | To provide additional support and undertake any tasks/duties that reasonably correspond to the post and are commensurate with its level of responsibility. |
| **3.** | **PROFESSIONAL DEVELOPMENT:** |
|  |  |
| **3.1** | To continue own professional development as agreed with your line manager. |
| **3.2** | To attend and participate in appropriate meetings. |
| **3.3** | To participate in training and other learning activities. |
| **3.4** | To participate in the school’s Performance Management for Support Staff process. |
| **3.5** | To appreciate and support the roles of other professionals. |
| **3.6** | To recognise one’s own strengths and areas of expertise and use these to advise and support others. |
| **3.7** | To establish constructive relationships and communicate effectively with other staff. |
| **4.** | **MANAGEMENT OF RESOURCES:** |
| **4.1** | To help control and maintain resources and records – worksheets, books, materials, technological aids and general equipment etc. |
| **4.2** | To update classroom and corridor displays within the school as required. |
| **4.3** | To assist in the promotion of good liaison with parents/carers, teachers and other members of the community. |
| **4.4** | To assist, as necessary, in the visits of any other support agencies who might be involved in the support of pupils referred for such support (Speech Therapist, Physiotherapist, Educational Psychologist etc.) |
| **4.5** | Routine care of equipment and materials used or displayed by the school. |

|  |  |
| --- | --- |
| **4.6** | Routine tidiness and presentation of designated work areas. |
| **5.** | **SCHOOL ETHOS:** |
| **5.1** | To play a full part in the life of the school community, to support the ethos, rules and regulations and encourage pupils to follow this example. |
| **5.2** | To comply with the School’s policies relating to Health and Safety, Child Protection, Safeguarding, Security, Confidentiality and Data Protection, reporting all concerns to the appropriate person. |
| **6.** | **HEALTH AND SAFETY:** |
| **6.1** | To share responsibility for the health and safety of pupils at all times. |
| **7.** | **RELATIONSHIPS:** |
| **7.1** | The Teaching Assistant is responsible to the Headteacher in all matters but the direct line manager is the SENCO. |
| **7.2** | The postholder will interact on a professional level with colleagues within the school in order to enhance the efficiency and effectiveness of service delivery. |
| **7.3** | The postholder will interact on a professional level with mainstream colleagues with other concerned agencies and seeks to establish and maintain productive relationships with them. |
| **7.4** | The postholder will be aware of the overall responsibility of every Headteacher in relation to the management of the school and the education of its pupils and will seek to maintain productive relationships that are effective in providing for a pupil’s special educational needs. |
| Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. |

|  |  |
| --- | --- |
| **8.** | **SIGNATURES:** |
| The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for applicants with disabilities or continued employment for any employee who develops a disabling condition.This job description is current at the date of issue below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade. |

**Signed .......................................... Signed ......................................**

 **(Headteacher)**

**Dated ............................................ Dated .......................................**

 **(Headteacher)**

**PERSON SPECIFICATION FOR A TEACHING ASSISTANT**

**Personal Requirements/Qualities of a Successful Postholder**

|  |  |  |
| --- | --- | --- |
|  | **Ess** | **Des** |
| **Education/Qualifications:** |  |  |
| A good standard of general education. | **E** |  |
| Well-developed Maths and English skills (by qualification or experience). | **E** |  |
| Other relevant qualifications. |  | **D** |
| Evidence of other types of relevant CPD. |  | **D** |
|  |  |  |
| **Experience of:** |  |  |
| A successful record of employment | **E** |  |
| Experience of working with young people in a school or college. | **E** |  |
| Classroom experience at Primary and/or Secondary level. | **E** |  |
| Participation in extension and extra-curricular activities. |  | **D** |
| Mentoring either as a mentor or mentee. |  | **D** |
| Improving the practice of others. |  | **D** |
| A First Aid qualification. |  | **D** |
|  |  |  |
| **Ability to:** |  |  |
| Promote and safeguard the wellbeing of all young people. | **E** |  |
| Develop positive relationships with pupils. | **E** |  |
| Communicate highly effectively with a wide range of audiences. | **E** |  |
| Make most effective use of ICT, including ICT for effective learning and teaching. | **E** |  |
| Demonstrate yourself as a role model in terms of hard work, commitment to best practice in learning and teaching, personal presentation and attitude to all members of the school community. | **E** |  |
| Work independently and show initiative. | **E** |  |
| Understand classroom roles and responsibilities and your own position within these. | **E** |  |
| Self-evaluate learning needs and actively seek learning opportunities. | **E** |  |
| Support the school ethos of high standards of behaviour for learning. | **E** |  |
| Deal sensitively with people and resolve conflicts. | **E** |  |
| Teach literacy and numeracy skills which support the National Curriculum in English and Maths | **E** |  |
| Professionally develop other colleagues. |  | **D** |
| Support pupils with English as an Additional Language (EAL) |  | **D** |
|  |  |  |
| **Personal Qualities:** |  |  |
| A genuine commitment to inclusive comprehensive education. | **E** |  |
| Pupil-centred educational principles rooted in a willingness to continuously improve learning and teaching across the school. | **E** |  |
| A growth mind-set and commitment to life-long learning. | **E** |  |
| Exemplary attendance. | **E** |  |
| An effective team member. | **E** |  |
| Ability to motivate and inspire staff and pupils. | **E** |  |
| Demonstrate impact and presence. | **E** |  |
| Be able to initiate ideas, set own targets and meet own and other people’s deadlines. | **E** |  |
| Strong interpersonal skills with all. | **E** |  |
| Willingness to take a full part in the life of the school. | **E** |  |
| Well-developed communication and negotiating skills. | **E** |  |
| Well-developed organisational skills. | **E** |  |
| Problem solving ability. | **E** |  |
|  |  |  |
| **Application:** |  |  |
| Readability and evidence of care. | **E** |  |
| Specific application to the school, its philosophy and values. | **E** |  |
| Originality. | **E** |  |

**For information:**

**Category (E) – ESSENTIAL – without which the candidate would be unable to carry out the duties of the post.**

**Category (D) – DESIRABLE – which would normally enable the successful candidate to perform the duties and tasks better and more effectively than one who did not have the qualification, training, experience etc.**