



**Lewisham Education**

**SYDENHAM SCHOOL  
Dartmouth London SE26 4RD  
LONDON BOROUGH OF LEWISHAM**

### **JOB DESCRIPTION**

**Title: Teaching Assistant**

**Grade: Scale 4**

**School: Sydenham School**

**Section: Inclusion**

**Reports to: Curriculum Leader for Inclusion Plus**

### **MAIN PURPOSE OF THE JOB**

Working under the guidance of and in partnership with teaching staff to provide support in addressing the needs of students who need particular help to overcome barriers to learning. The role is subject to change and development and requires an adaptable and flexible approach. It is envisaged that the precise responsibilities may change as they are dependent upon the needs of the students. Sydenham is a comprehensive community school with a diverse intake and as such expects its staff to be flexible in their responses to meeting the ever changing needs of the students on our roll. However whilst the specific duties may change any change in duties would be in line with the nature and grade of this post.

### **SUMMARY OF RESPONSIBILITIES AND DUTIES**

#### **SUPPORT FOR STUDENTS**

1. Provide pastoral support to students attending tutor time and registration (or curriculum support for individuals or small groups as directed). Support provision for students with special needs.
2. Receive and supervise students excluded from, or otherwise not working to, a normal timetable. Supporting students to complete the work set.
3. Attend to students' personal needs and provide advice to assist in their social, health & hygiene development and attend training where necessary.
4. Monitor and assist with any specialist equipment as required under the direction of a teacher.
5. Participate in comprehensive assessment of students to determine those in need of particular help and specifically help with the grading of basic group tests. Provide the teacher with information to assist with the development and implementation of individual Education/Behaviour/Support/Mentoring plans.
6. Establish productive working relationships with students; developing an enhanced Pastoral relationship with specific students, acting as a role model including the use of restorative practices.

7. As directed, develop 1:1 mentoring arrangements with students and provide support for distressed students and raise concerns within agreed school systems to the appropriate line manager.
8. Promote the speedy/effective transfer of students across phases/integration of those who have been absent.
9. Provide information and advice to enable students to make choices about their own learning/behaviour/attendance.
10. Challenge and motivate students, promote and reinforce self-esteem.
11. Provide feedback to students in relation to progress, achievement, behaviour, attendance, use the school records and sanction systems as appropriate, monitor reports and day books.
12. Provide the necessary support to enable students to sit examinations and fulfil their access arrangements. This may include invigilating exams, scribing for and reading to students when necessary and permissible.
13. To be creative in making the learning or subject area more accessible to individual students.

### **SUPPORT FOR TEACHERS**

14. Liaise with feeder schools and other relevant bodies to gather pupil information and assist the SEN clerical support staff to establish and maintain SEN records. Contribute to the integration of vulnerable students.
15. Support students' access to learning using appropriate strategies and resources covering a wide range of SEN needs e.g. ADHD, Autism, Visual Impairment, Dyslexia, SLCN, and SEMH under the direction of the SENCO and Curriculum Leader.
16. Work with other staff in planning, evaluating and adjusting learning activities as appropriate.
17. Monitor and evaluate students' responses and progress against action plans through observation and planned recording.
18. Provide objective and accurate feedback and reports as required, to other staff on students' achievement, progress and other matters, ensuring the availability of appropriate evidence.
19. Be responsible for keeping and updating records and data as agreed with other staff, contributing to reviews of systems/records as requested.
20. To provide information to assist in the development and implementation of appropriate behaviour management strategies.
21. Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home school and community links.
22. Clerical/admin support eg. Dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc., making phone calls etc.
23. To prepare documentation for and attend annual reviews. To provide information to assist in the formulation of the updated plans.

### **SUPPORT FOR THE CURRICULUM**

24. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
25. Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for students to broaden and enrich their learning.
26. Determine the need for, prepare and use specialist equipment, plans and resources to support students.
27. Be aware of and support diversity and ensure all students have equal access to opportunities to learn and develop.

## **SUPPORT FOR THE SCHOOL**

28. Be aware of and comply with policies and procedures relating to child protection, health, safety and security and data protection, reporting all concerns to an appropriate person
29. Be aware of confidential issues linked to home/student/teacher/school/work and to keep confidences as appropriate.
30. Be aware of and promote diversity and ensure all students have equal access to opportunities to learn and develop.
31. Contribute to the overall ethos/work/aims of the school
32. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students
33. Attend and participate in regular meetings e.g. Transition planning, Faculty meetings etc.
34. Participate in training and other learning activities as required.
35. Recognise own strengths and areas of expertise and use these to advise and support others.
36. Participate in the inducting of new staff e.g. shadowing.
37. Implement planned supervision of students out of school hours by agreement.
38. Supervise students on visits, trips and out of school activities as required.
39. Take part in the schools performance management arrangements.
40. Any other task in keeping with the nature and grade of the role that is required by the Head teacher/SENCO to support students.

## **EQUALITIES**

Ensure implementation and promotion in employment and service delivery of the Council's equal opportunities policies and statutory responsibilities.



## LONDON BOROUGH OF LEWISHAM

### PERSON SPECIFICATION

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**Grade: Scale 4**

**School: Sydenham School**

**Section: Inclusion**

**Reports to: Curriculum Leader for Inclusion Plus**

#### **EXPERIENCE (Essential Requirements)**

- Experience working with children of relevant age
- Experience of working with students with additional needs

#### **QUALIFICATIONS/TRAINING (Essential Requirements)**

- Very good numeracy/literacy skills
- Good ICT Skills
- NVQ 3 or equivalent in teaching assistance or equivalent qualifications or experience

#### **KNOWLEDGE/SKILLS (Essential Requirements)**

- Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation
- Working knowledge of national curriculum and other relevant learning programmes
- Understanding of principles of child development and learning processes and in particular, barriers to learning
- Ability to plan effective actions for students at risk of underachieving
- Full understanding of the range of support services/providers
- Ability to self-evaluate learning needs and actively seek learning opportunities
- Ability to relate well to children and adults
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these

#### **EQUAL OPPORTUNITIES**

To operate a positive commitment to the Council's Equality and Diversity Policy and to ensure that it is implemented within the service area of the post

#### **CIRCUMSTANCES**

The person undertaking this post must have a current DBS. If a candidate does not have this status then they will be required to complete an application only if recruited to this post.