Marjory Kinnon School Job Description

Contractual Details				
Post Title:	Teaching Assistant			
Responsible to:	Class teacher			
Contract type:	Scale 5 (point 22-25)			
	Permanent ✓	Fixed Term	Full time ✓(term time only)	Part time
Contractual hours	Mon, Tue, Thur 8.30am - 3.45pm; Wed 8.30am - 4.00pm; Fri 8.30am - 3.15pm.			

Job Purpose	
	• To work under the direction of the class teacher (or TA leading the class in the short term absence of the class teacher), to implement planning and assessment, working with individual or small groups of pupils in order to achieve high levels of accelerated pupil progress. • To support pupils to overcome barriers to learning, promoting the inclusion of all pupils by developing their communication skills, supporting them to manage their behaviour, developing independence and social skills and to take responsibility for monitoring/reporting on the impact of class based interventions. • To provide supervision and guidance and learning opportunities in all non-lesson based activities.

Support Responsibilities	
Teaching and Learning	• Under the supervision of the class teacher or the TA covering the class teacher, deliver planned activities to individuals and small groups in small steps so that they are able to access the planned learning. • Support the development of pupils' literacy skills in all lessons. • Support social communication skills at all times. • Support the development of pupils' independent learning and independence skills. • Plan and deliver lunchtime activities as timetabled. • Facilitate play and social interactions at play and lunch times.
Assessment	• Feedback to the class teacher on the progress made by individual pupils throughout the lesson verbally and in written form. • Assist the class teacher to mark work and give verbal feedback to pupils on progress made and next steps in all lessons. • In liaison with the class teacher, to contribute to pupil reports and participate in reviews of pupil progress. • Work with the class teacher to identify pupils requiring targeted interventions based on pupil progress data and ongoing assessment of progress.
Pastoral	• Provide support for pupil's emotional and social needs by encouraging and modelling positive behaviour in line with the School's Behaviour Policy. • Contribute to the writing of Behaviour Support Plans. • Assist with the general pastoral care of the pupils, follow Health Care Plans, administer medication and help pupils who are sick, distressed or injured. • Actively engage and supervise pupils during unstructured time and transitions as necessary for their safety.

	• Establish positive relationships with the pupils and encourage them to interact with others and engage in activities.
Management of resources	• Prepare the classroom for lessons, ensuring resources are available and cleared away throughout and at the end of the lesson. • Prepare and maintain appropriate learning aids, materials and equipment and assist the pupils in their use.
Support to the class teacher	• Carry out any reasonable duties, which the class teacher deems appropriate and necessary for the benefit and well-being of the pupils. • Accompany the class teacher and supervise pupils on visits, trips and out of school activities as required • Work on displays following consultation with the class teacher/Team Leader. • Provide general clerical support, e.g. photocopying, laminating, filing, etc as required. • Liaise with parents under the direction of the class teacher. • Attend Parents' Evening.
Other	• On joining the school to attend Induction sessions. • Successfully complete probationary period. • Assist as required in work familiarisation of new members of staff or volunteers. • To act as a first aider (if appropriate training has been provided). • To drive the school minibus (if a holder of a full driving license and appropriate training has been completed). • Contribute to the creation and development of an organisation in which all staff recognise that they are accountable for the success of the school. • Attend and participate in regular meetings and planned training sessions. • Fulfil responsibilities as specified on school rotas and duties and undertake lunchtime supervision duty. • This job description is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties. It is expected that the post holder may, if required, carry out any relevant additional duties, which the Head Teacher may, from time to time, deem appropriate and necessary.

Person Specification	
Qualifications and experience	• GCSE or Equivalent qualification in English and Mathematics (or a willingness to achieve this within 2 years of appointment). • Child Care/NVQ/ other relevant qualification (related to education is desirable) at level 3. TAs working in Early Years classes will need to have an appropriate Early Years qualification. • Experience of support work with children in an educational setting.
Knowledge and understanding	The post holder will have knowledge and understanding of: • The National Curriculum and Schemes of Work in Literacy and Numeracy. • The principles of child development and processes of learning.

	• How to remove barriers to learning for pupils with a range of SEN (cognitive learning difficulties, ASD, Communication and Language needs, Attachment needs, Social and Emotional development needs) and promote inclusion. • How to support the development of social communication and literacy skills, promoting high standards of literacy, articulacy and numeracy. • How to support the development of independence. • How to support phonics and reading development including use of cued articulation. • How to support pupils with ASD barriers to learning. • Excellent written communication skills and a high level of ICT literacy.
Skills	• Is able to work as a member of a class team to deliver and assess planned lessons. • Is able to build and maintain successful and positive relationships with pupils, treating them equitably with respect and consideration. • Can break down given planned tasks into small steps of learning and can give focused feedback on progress made and next steps. • Can use ICT effectively to support learning and general administrative tasks. • Can self-evaluate effectively to improve own practice. • Hold a UK driving license and, after training is provided, be willing to drive minibus (desirable).
Pupils and staff	• Show evidence of raising standards that have impacted positively on pupil attainment and teaching and learning. • A clear understanding of what makes good and outstanding lessons and an ability to develop a culture where striving for outstanding progress and learning is central to the school's work. • A belief in the role of independent learning in education with the ability to put this into practice with the pupils. • An understanding of excellent strategies for management of SEBD needs and challenging behaviour. • A commitment to valuing, supporting and encouraging the professional development of all members of the school community.
Strengthening community	• Show evidence of building and nurturing a strong positive and collaborative team culture that enables all staff to carry out their respective roles to the highest standard and for all staff to work effectively together to deliver school improvement. • A commitment to building and maintaining effective and positive relationships with parents/carers, governors, the wider community and other schools. • Can inspire and influence others, within and beyond the school, to believe in the fundamental importance and value of education in young people's lives.
Personal qualities	• Proven ability to listen to, understand and work effectively with all children, staff, governors and parents/carers. • Ability to work under pressure and to meet deadlines. • The ability to foster an open, transparent and equitable culture, deal effectively with difficult conversations and conflict at every level, and to value and praise good and outstanding practice.

Professional values and practice	• Be positive and respond to situations in a calm, professional manner at all times. • Be self-motivated, creative, robust and resilient. • Carry out responsibilities while being flexible and adaptable. • At all times model good relationships, attitudes and behaviour. • Work collaboratively within a team using own initiative. • Understand and respect social, cultural, linguistic, religious and ethnic backgrounds. • A high level of commitment to safeguarding, inclusion and equality in all aspects of school life. • Demonstrate a willingness and ability to improve own practices and to act on feedback. • Support the Head Teacher and Deputy Head Teacher in their duty to ensure that the school meets its educational aims to deliver the best possible educational outcomes for pupils. • Act as a positive ambassador for Marjory Kinnon School and make a meaningful contribution to the school community.

Summative Agreement	
Confidentiality Code of conduct Safeguarding Health and Safety Induction	• I will treat all information about children, families and staff discreetly with regard to confidentiality and data protection, and will report all concerns to the appropriate person(s). • I will adhere to the school's code of conduct. • I will comply with all school policies and procedures related to equality, safeguarding, and e-safety and will report any concerns to the appropriate person(s). • I agree to take care of my own and other's safety at all times and to carry out my duties in accordance with the school's Health and Safety policy and procedures. • On joining the school I agree to attend Induction sessions and complete all related tasks as required.

This job description is provided to assist staff to understand and appreciate the work content of their post and the role they are to play in school. It does not comprise a full and comprehensive list of all the tasks that the post holder will undertake in fulfilling their responsibilities, and may also be subject to amendment or modification at any time in consultation with the post holder.

Agreed by Post Holder _____ Date _____

Date of this review: September 2019 Date of next review: September 2020