

## Role Profile

### Teaching Assistant

<b>Role Summary:</b>	The successful candidate will be responsible for supporting access to learning for groups of students and providing general support to the teacher in the management of students in the classroom. Providing individual or small group support under the direction of the teacher. They will liaise regularly with the team around the students, including parents, teachers, therapists and external agencies. Ensure that students are consistently well supervised throughout the day including at unstructured times. Work with the class teacher to develop and regularly update the Individual Positive Behaviour Support Plans and support the student in contributing to this. They will work with the class teachers to ensure that effective provision is in place to meet the students' needs in line with their EHCP and to take responsibility for tracking this regularly.
<b>Site:</b>	Main Site and the Arts and Media Centre
<b>Annual Salary:</b>	Band 4 £25,558 – 27,345 (actual salary- £22,510-£24,084)
<b>Hours:</b>	8.20am to 4.30pm Monday - Thursday, 8.20am to 3:40pm Friday including half hour unpaid break. <b>Term time only.</b>
<b>Terms:</b>	<b>Permanent and fixed term opportunities available.</b> 3 months probationary period
<b>Responsible to:</b>	Class Teacher

#### Supporting and delivering learning (Leadership / Creativity / Problem Solving)

- Work with teaching staff to deliver teaching and learning strategies to support the cognition and learning provision as indicated in the Education Health and Care Plan and more widely across the curriculum. This will be supported by ongoing training.
- Work under the direct instruction of teachers in the classroom to support the students.
- Understand and be familiar with the therapeutic strategies for each student as specified in their Educational Health and Care Plan (EHCP) and Educational Psychology (EP) reports and work with teachers and therapists to ensure they are integrated in classroom practice.
- Understand and be familiar with the teaching and learning requirements and strategies set out in each student's EHCP and EP reports, and work with teachers and therapists to ensure they are integrated in classroom practice.
- Identify the individual needs of the student, how they evolve over time and to put in place and adapt interventions to support the child in accessing their learning in a classroom-based environment.
- Work with teachers, the student and parents to ensure that Individual Behaviour Support Plans are written, kept up to date and are being used.
- Occasional supervision of class groups during short term absence of teachers.
- Support student access to the curriculum by differentiating learning activities where appropriate.
- Provide feedback to students on their progress, achievement and attainment.
- Know how to use skills in literacy, numeracy and ICT to support students learning.
- To develop an understanding of how to support the students in relation to their specific needs.
- Prepare the classroom as directed for lessons and clear afterwards. Assist with the display of students' work.
- Deliver intervention and support strategies for specific Students as directed by the teacher.
- Support or lead Discovery Day activities.
- Support students in accessing physical activity / PE.

- Motivate and encourage the students.
- Attend Multi-disciplinary Team meetings to ensure that provision for individual students is appropriate.
- Attend weekly CPD training and take responsibility for one's own professional development.
- Accompany teaching staff and pupils on visits, trips and out of school activities within contracted hours as required.
- To support any homework, out-of-class assignments, additional learning and coursework for examinations (where appropriate) at the direction of the teacher.

#### **Communication and Language Skills (Listening / Speaking)**

- To work with the therapists to provide our universal OT, SaLT and literacy, tutor and small group programmes following training from our in-house therapy team.
- Help students develop and practice social skills, facilitate interactions and help develop appropriate relationships.
- Encourage pupils to interact with others and engage in activities led by the teacher.

#### **Pastoral Care (Teamwork/ Staying Positive)**

- Develop a positive relationship with students to support progress and attainment and promote self-esteem and independence.
- Assist in student supervision and supporting student's in managing their behaviour throughout the day including break and lunch times, in line with school procedures.
- Support the administration of medication in line with the school's medication policy.
- Support the promotion of positive relationships with parents and outside agencies.
- Lead enrichment activities at lunch time to enable students to develop their social communication skills and develop friendships.
- Take responsibility for signing students in and out and safely moving between sites as appropriate.
- Write a weekly email to parents of the students in your care to update them.
- Communicate with parents following any incidents.

#### **Record Keeping (Problem Solving/ Teamwork)**

- Provide the teacher with objective and accurate feedback and reports as required, on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Support in the writing of individual student risk assessments.
- Regularly record evidence of progress against EHCP targets in Provision Map.
- Support students to compile paperwork for the Annual Review and attend Annual Reviews for each child in their tutor group when required.

#### **Safeguarding**

- To comply with safeguarding policies, procedures and code of conduct.
- To demonstrate a personal commitment to safeguarding and student/colleague wellbeing.
- To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy.
- To engage in safeguarding training when required.
- Other reasonable duties at the discretion of the Leadership Team.

### Essential Skills

These are the key skills that will contribute to your success in the role of Teaching Assistant. Please see the Skills Builder Universal Framework <https://www.skillsbuilder.org/universal-framework> for more information before applying. You may like to think about how you have evidenced these skills in the past to support your application and potential interview.

- Teamwork: working well with others.
- Staying Positive: showing resilience and supporting students to overcome barriers to success.
- Leadership: being a positive role model in all that you do.
- Speaking: & Listening adapting your communication style to work with a diverse range of needs and abilities.
- Creativity: finding suitable ways to engage with each and every student.
- Problem Solving: using all of your skills to support the young people in our school.

### Technical Skills

- To use the Communicate in Print software to create resources which support students' communication.
- Willingness to be first aid, mental health, or poolside first aid trained if needed.
- To use in house systems to accurately records up to date, including SIM's, EVOLVE, Provision Map.
- Keep accurate CPOM's records for all students.
- Full training will be provided.

### Additional Information:

Undershaw is committed to safeguarding and promoting the welfare of children and young people in accordance with DFE Safeguarding Children and Safer Recruitment regulations. The school expects all staff and volunteers to share this commitment.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation in the light of changing school needs. It 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 responsibilities and duties.

Note: this job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but will be reviewed annually.

Signature of Post Holder:

Date:

Signature of Headteacher:

Date:

### Teaching Assistant Person Specification

	Essential	Desirable
Education and Experience	<p>C Grade (or equivalent) or above in GCSE English C Grade (or equivalent) or above in GCSE Maths</p> <p>Experience of working with young people</p>	<p>Experience of working in a SEND school environment</p> <p>Training relevant to education, e.g. literacy, dyslexia, ICT, maths, etc</p>
Knowledge, abilities, skills, and experience	<p>Understanding of or an interest in, Special Educational Needs and Disabilities</p> <p>Ability to work autonomously.</p> <p>Good communication skills both written and verbal.</p> <p>Awareness of safeguarding and child protection issues.</p> <p>Ability to liaise effectively with colleagues.</p> <p>Ability to think creatively and problem solve.</p> <p>High professional standards, judgment, discretion and ability to maintain confidentiality.</p> <p>Computer Skills (Typing, photocopying, building resources)</p>	<p>Experience of working in a SEND school environment.</p> <p>Experience of running intervention programmes.</p> <p>Knowledge and understanding of curriculum and assessment.</p> <p>Experience of communicating effectively with parents &amp; carers.</p>
Personal Characteristics	<p>Ability to work unsupervised.</p> <p>A team player willing to step in and help your colleagues.</p> <p>Flexible approach to the task in hand.</p> <p>Willing to undertake training as required.</p> <p>Have a calm approach, and an empathic nature.</p>	
Other requirements	<p>Suitability to work with children.</p> <p>Patient and resilient.</p> <p>Good sense of humour.</p> <p>Understanding of the School's ethos and values.</p> <p>Understanding of the Skills Builder Universal Framework.</p>	<p>Driving license and own transport</p>