

## JOB DESCRIPTION

<b>JOB TITLE</b>	Teaching Assistant
<b>GRADE BAND</b>	WHFNJC L / WILNJC E-F / GLONJC F / BERNJC D8-D9 / OXFNJC G / RIDNJC E
<b>RESPONSIBLE TO</b>	Teaching Assistant Co-ordinator
<b>DEPARTMENT</b>	Support
<b>DATE JD/PS SIGNED OFF</b>	August 2018

<b>SIGNED</b>	
<b>PRINTED</b>	
<b>DATED</b>	

### SAFEGUARDING COMMITMENT

The White Horse Federation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. If successful in being appointed to a post you will be expected to apply for a disclosure from the Disclosure and Barring Service as well as other employment checks before your appointment is confirmed.

### JOB PURPOSE

To assist in the support and inclusion of students with special educational needs within a mainstream school

## MAIN TASKS, DUTIES & RESPONSIBILITIES

### **Supporting students learning, either in groups or through 1:1 work.**

The exact tasks will depend on the learning support needs of the pupil/s but may include:

- supporting the development of skills in literacy, numeracy, communication and social and behavioural needs
- differentiating work for individual pupils to suit their ability
- using knowledge of students learning support needs to suggest appropriate adjustments to lesson plans to Teachers
- clarifying and explaining instructions
- ensuring pupils are able to use equipment and materials provided
- motivating and supporting students
- helping students to concentrate on and finish work set
- meeting physical needs as required while promoting independence
- liaising with class teacher and Special Educational Needs Co-ordinator about Individual Education Plans
- developing appropriate resources to support pupils
- Support in exams, as reader, scribe, prompt, practical assistant, for students identified as requiring exam access arrangements
- across all subjects of the enhanced curriculum

### **Supporting student's self-esteem, inclusion and behavioural development, e.g.**

- encouraging an acceptance and inclusion of the student with special needs
- developing methods of promoting/reinforcing the student's self-esteem and independence
- providing individual supervision in and out of the classroom for students with behavioural problems
- establishing a supportive relationship with students
- reinforcing the school ethos, e.g. expectations of behaviour within class and elsewhere on the school site
- supervising students on outings, school activities

### **Provide physical/personal care to students where required, e.g.**

- helping with dressing/toileting
- undertaking physiotherapy and speech therapy exercises following instruction and advice from a qualified therapist

### **Supporting the Teacher/s, e.g.**

- Using knowledge and experience of the students concerned, to contribute, with the class teacher (and other professionals as appropriate), in the development and evaluation of a suitable programme of support for students who need learning support
- Contribute to the development of Individual Education Plans and reviews of student progress
- In conjunction with the class teacher (and other professionals as appropriate) to develop system/s of recording student progress and contribute to the maintenance of this record
- Providing regular feedback about students to the Teacher/s

**Supporting the curriculum**

- Support the delivery of the Literacy and Mathematics strategy along with other aspects of both the National Curriculum and the enhanced curriculum offered by the school.

**Supporting the school, e.g.**

- where appropriate, fostering and develop links between a pupil's home and school
- assisting with setting up, storing and retrieving and general maintenance of classroom equipment and teaching aids, e.g. computers and computer software, resources, indoor and outdoor play equipment, photographic equipment etc
- helping to ensure the hygiene of the teaching environment in cases of sickness or soiling
- administering minor First Aid under the guidance of a qualified person

## ADDITIONAL DUTIES & RESPONSIBILITIES

- The post holder may be required to perform duties other than those given in the job description for the post. The particular duties and responsibilities attached to posts may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and would not of themselves justify the re-evaluation of a post. In cases, however, where a permanent and substantial change in the duties and responsibilities of a post occurs, consistent with a higher level of responsibility, then the post would be eligible for re-evaluation.
- In fulfilling the requirements set out in this job description, the post holder will apply the TWHF's commitment to equality by treating all employees fairly and without discrimination on the grounds of colour, race, ethnic or national origins, sexual orientation, age, marital status, disability, trade union association or religious beliefs.
- In addition, the job holder will respect the need for confidentiality at all times whilst performing the duties of the role.

## PERSON SPECIFICATION

<b>Method of Assessment</b> This table indicates the requirements of the role under section to evaluate the competencies in each area as assessed	<b>Essential or Desirable</b>	<b>Application Form</b>	<b>Interview Stage</b>
<b>Qualifications, Education and Training</b>			
Minimum of GCSE Grade C in Maths and English	E	X	
Relevant qualification with regard to working with students	D	X	
<b>Experience and Knowledge</b>			
Excellent communication skills, ability to communicate effectively with a variety of people including students and colleagues	E	X	
Competent in the use of ICT	D	X	
Committed to the safeguarding of students and young people	E		X
<b>Skills and Abilities</b>			
Ability to encourage and enable others to develop their full potential	E		X
<b>Values and Behaviours</b>			
Be able to uphold the Whitehorse Federation values	E		X
<b>Contacts and Relationships</b>			
Extensive contact with pupils involving mentoring, and motivating. Information is exchanged with teachers and line management.	E		X
<b>Physical, Mental and Emotional Demands</b>			
Long periods of sitting or standing. Participating in PE lessons, bending stretching and using a kick stool for display work.	E		X
Working very closely for periods, including managing reactions to behaviour with individuals.	E		X
<b>Special Requirements</b>			
To be fully engaged with the school and work within school policies, procedures and approved methods but sometimes has to interpret these to deal with a problem.	E		X