

## **JOB DESCRIPTION**

***Hodge Hill College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

***The successful candidate will be requested to apply for Enhanced Disclosure from the Disclosure Barring Service, although a criminal record will not necessarily be a bar to obtaining the position.***

<b>Post Title:</b>	<b>Level 2/3 Teaching Assistant (Inclusion)</b>
<b>Salary:</b>	<b>Grade 2 or 3 dependent on qualifications</b>  <b>Grade 2 Actual salary £13,242-£15,141 per annum</b> <b>Grade 3 Actual Salary £15,431 - £19,826 per annum</b>
<b>Hours:</b>	<b>32.5 hours per week, term time only</b>
<b>Responsible to:</b>	<b>Assistant Headteacher: Inclusion</b>

### **Purpose of job**

- This level is applicable to experienced teaching assistants whose working role calls for competence across a varied range of responsibilities
- To support teaching staff in the development and education of pupils including the provision of specialist skills as appropriate.

### **Duties and responsibilities**

#### **Support for pupils (either individually or in groups)**

- 2.1** Support the activities of individuals or groups
- 2.2** Establish and maintain relationships with individual pupils and groups.
- 2.3** Contribute to individual Education Plans as appropriate.
- 2.4** Support pupils during learning activities.
- 2.5** Promote pupils' social and emotional development.
- 2.6** Contribute to the health and wellbeing of pupils.
- 2.7** Provide support for bilingual/ multilingual pupils (where appropriate to the focus of the role).
- 2.8** Support children with specific needs (where appropriate to the focus of the role), for example, sensory and/ or physical impairment, cognitive or learning difficulties, behavioural, emotional and social development needs, communication and interaction difficulties.
- 2.9** Support pupils with literacy and numeracy skills
- 2.10** Support pupils to access the curriculum.
- 2.11** Dealing with the personal care needs of children where appropriate in line with the guidance of the local authority
- 2.12** To monitor and report on the implementation of all plans drawn up to remove barriers to learning for individual pupils

#### **Support for the teacher (s)**

- 2.12** Observe and report on pupil performance
- 2.13** Contribute to the planning and evaluation of learning activities.
- 2.14** Assist in preparing and maintaining the learning environment.
- 2.15** Contribute to the management of pupils' behaviour.
- 2.16** Contribute to maintaining pupils' records
- 2.17** Support the maintenance of pupils' safety and security.

- 2.18** Supervise the whole class for a short time in an emergency (normally for a period less than a whole lesson until the teacher returns or alternative arrangements are made) or for a very short period of planned absence for less than a whole lesson
- 2.19** Undertake routine marking in line with school policy
- 2.20** Provide general administrative support, for example, administer coursework, produce worksheets etc.
- 2.21** Undertake joint home visits as appropriate and in line with LEA policy
- 2.22** With teaching and pastoral staff, to participate in the comprehensive assessment of all children entering or returning to school (including teenage mothers) and at the end of years 7 to 9, to identify those who need extra help to overcome barriers to learning inside and outside the school

#### **Support for the school**

- 2.22** Support the development and effectiveness of team work within the school environment
- 2.23** Develop and maintain working relationships with other professionals
- 2.24** Review and develop own professional practice
- 2.25** Work as required across the curriculum and in all Key Stages within the school in accordance with the job
- 2.27** To work closely with the SENDCo and the senior member of staff responsible for able gifted and talented children and those with special educational needs are met
- 2.28** To monitor and report on the implementation of all plans drawn up to remove barriers to learning for individual pupils
- 2.29** To have full knowledge and appreciation of the range of activities courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for pupils

#### **Support for the curriculum**

- 2.27** Support the use of information and communication technology in the classroom
- 2.28** Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
- 2.29** To ensure their tasks are carried out with due regard to Health and Safety
- 2.30** To participate in appropriate professional development including adhering to the principle of performance management.
- 2.31** To adhere to the ethos of the school
  - 2.31.1** To promote the agreed vision and aims of the school
  - 2.31.2** To set an example of personal integrity and professionalism
  - 2.31.3** Attendance at appropriate staff meetings and parents evenings
- 2.32** Any other duties as commensurate within the grade in order to ensure the smooth running of the school

#### **OBSERVANCE OF THE CITY COUNCIL'S EQUAL OPPORTUNITIES POLICY WILL BE REQUIRED**

**Within the grade and job description of each level the exact focus of the role will be decided at school level and will take into account the needs of the school as well as the experience and development needs of the member of staff**

Signed: \_\_\_\_\_ (Line Manager)

Signed: \_\_\_\_\_ (Job Holder)

Date: \_\_\_\_\_ (Line Manager)

Date: \_\_\_\_\_ (Job Holder)

*It is the school's usual practice to review support staff job descriptions every 12 months as part of the Performance Management Process. This timeframe is for guidance only.*

## PERSON SPECIFICATION

**Job Title:** Inclusion Assistant

**Grade:** Grade 2 or Grade 3

### Method of Assessment (M.O.A.)

A.F. = Application Form; I = Interview; T = Test or Exercise;

P = Presentation

CRITERIA	ESSENTIAL	M.O.A.
<b>EXPERIENCE</b> (Relevant work and other experience)	Experience of supporting children in a classroom environment, including those with special educational needs	AF/I
	Experience of providing one to one support	AF/I
	Experience of using Information Technology to support pupils in the classroom	
<b>SKILLS AND ABILITIES</b> (Eg Written communication skills, dealing with the public)	A good standard of education particularly in English and Mathematics	AF/I
	Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment	AF/I
	Knowledge of SEN Code of Practice	AF/I
	Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils	AF/I
	Ability to provide classroom cover – with agreed parameters – in the absence of the class teacher	AF/I
	Ability to consistently and effectively implement agreed behaviour management strategies	AF/I
	Ability to use language and other communication skills that pupils can understand and relate to	AF/I
	Ability to establish positive relationships with pupils and empathise with their needs	AF/I
	Ability to demonstrate active listening skills	AF/I
	Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs, encouraging the pupils to stay on task	AF/I
	Ability to monitor the pupils' response to the learning	AF/I

	<p>activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes</p> <p>Ability to carry out and report on systemic observations of pupils' knowledge understanding and skills</p> <p>Ability to assist in the recording of lessons and assessment as required by the teacher</p> <p>Ability to offer constructive feedback to pupils to reinforce self-esteem</p> <p>Ability to work effectively and supportively as a member of the school team</p> <p>Ability to work within and apply all school policies e.g. behaviour management, child protection, Health and Safety, Equal Opportunities</p> <p>You must be able demonstrate your suitability to work with children and that this will include motivation, ability to maintain appropriate relationships with children, emotional resilience to challenging behaviour, and attitudes to the use of authority and maintenance of discipline (as part of the safeguarding process)</p>	<p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p>
<b>TRAINING</b>	Willingness to participate in further training and developmental opportunities offered by the school and county, to further knowledge	AF/I
<b>EDUCATION/ QUALIFICATIONS</b> <b>NB Full regard must be paid to overseas qualifications</b>	CACDP British sign language qualification NVQ Level 2 for Teaching Assistants or equivalent NVQ Level 3 for Teaching Assistants or equivalent or will to work towards this qualification Degree is desirable Emergency first qualified or willing to work towards this qualification	AF/I

**All offers of appointment are subject to:**

- a) **Satisfactory medical clearance.** All successful candidates complete a medical questionnaire and maybe required to pass a medical examination.
- b) **Satisfactory references.** One of which should be your line manager in your present or most recent employment, or if you are at school, college or university leaver, your Headteacher or Tutor.
- c) **Confirmation of correct National Insurance number** through checks with the relevant government agencies
- d) **Criminal records clearance at the enhanced level**
- e) **Eligibility to work in the UK** by providing a relevant document as specified by the Asylum and Immigration Act 1996
- f) **Evidence of qualifications** outlined on your application form