**Job Title – Graduate Teaching Assistant**

**Location**: The Nobel School
Ofsted ‘good’ school with excellent support programme

Pay grade – H4

Hours / Weeks – 37 hours per week, term time plus 2 inset days

Excellent paid experience for aspiring teachers or Educational Psychologists

**Graduate Teaching Assistant role specifications:**

1st Degree
Ideally Psychology related degree, but others considered
Preferably some previous experience working with young people, although not essential
A passion and commitment to support others
A long-term interest in working within education

You will work alongside an experienced and successful SENDCo who will direct you and give you guidance. This psychology graduate teaching assistant role will give you excellent paid experience so that by the end of the academic year, should you wish to do so, you will be ready to embark upon a teacher-training or pursue a career in educational psychology.

**Purpose of the Role:**

To work with SENDCo as part of a professional team to organise and support teaching and learning activities for SEND students. The role provides specialist learning support for students identified as having learning difficulties, including complex and multiple special education needs, in a broad range of different learning situations and settings. The post holder also plans, organises and undertakes other related duties to fully support and underpin the learning, personal and social development of identified students.

**Responsibilities**:

1. To assess identified learners and track their progress according to the graduated approach in the Code of Practice and use detailed knowledge and specialist skills to support students’ learning.
2. To plan and deliver programmes of learning for small groups and individuals under the supervision of the SENDCo.
3. To mark students’ work according to the Nobel marking policy.
4. To carry out learning walks and observations and feedback on identified students.
5. To supervise students attending early morning Lexia intervention and after school PLT sessions.
6. To support lunchtime activities including games club.
7. To support learners in a range of contexts including lessons, withdrawal groups and bespoke provision such as literacy, phonics, spelling, etc.
8. To support the SEND team in the range of provisions including supervision of The Bridge, exam access arrangements, study lesson cover, trips and visits when directed by SENDCo.
9. To support SEND students which exams access arrangements with a range of specialist provisions such as prompting, reading, scribing and invigilation and undertake training as required to ensure adherence to JCQ regulations.
10. To take part in and deliver specialist training for whole school initiatives and specific vulnerable groups.
11. To assist the SEND team in supporting student assessments and learning programmes e.g. CATs, Lucid, Dyslexia Portfolio, Show My Homework, SAM Learning, GCSE Pod, etc.
12. Provide specialist support to students with learning, behavioural, communication, social, sensory, emotional or physical difficulties.
13. Assess, record and report on development, progress and attainment of students and update SIMs, Mint Class, student support profiles and case studies as required.
14. Liaise with staff and other relevant professionals and provide specialist support/advice to meet the needs of students.
15. To support students in achieving better outcomes.
16. Support teachers to identify SEND needs and implement appropriate strategies to support students.
17. Follow the ‘assess, do, plan, review’ process to ensure Wave 2/ 3 interventions are effective.
18. To help identify students who are not making expected progress.
19. Support the role of parents/carers in students’ learning and contribute to meetings with parents/carers to provide constructive feedback on student progress and achievement.
20. To support students who are on a part-time timetable or reduced curriculum.
21. Support the induction and transition of new students.
22. Advise and assist students in the proper use and deployment of learning aides and equipment.

In addition to a degree in psychology or related subject area, the post holder will meet the following requirements:

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| **Knowledge** GCSE in English or maths or level 2 equivalentPractical working knowledge of ICT (Proficient in Word and Excel)Awareness of keeping children safe, healthy lifestyles and good mental healthKnowledge of General Data Protection RegulationsUnderstanding of SEND code of practice and the Equality Act 2010Understanding of the school’s ethos and values | **Competencies**Communication (written and verbal)EmpathyGrowth mind setProblem solvingTeam workingActive listeningSensitivity ResilienceFlexibilityInitiative |

*This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the DBS as part of Hertfordshire County Council’s pre-employment checks. Please note that additional information referring to the Disclosure and Barring Service is in the guidance notes to the application form. If you are invited to an interview you will receive more information.*

*This role will be reviewed annually as part of the CPD process.*

*The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.*