

Teaching Assistant Job Description

Reporting to:

Class Teacher, and in their absence the Higher Level Teaching Assistant (HLTA)

Purpose:

To support exceptional standards of learning to pupils by facilitating their physical, emotional, social psychological and creative development.

You will support person centred learning to meet the needs, aspirations and choices of the pupil, exemplifying best practice at all times. You will support the Class Teacher and your team with the delivery of a value for money service which establishes Macintyre Academies brand and reflects the needs of the local community. This will be supported by induction and ongoing training and development.

Key Responsibilities and Duties:

1. To support Class Teachers, and in their absence the Higher Level Teaching Assistants (HLTA), with the delivery of the curriculum and all aspect of personnel and social development.
2. To work as part of a class team to provide the best learning environment and support to the children in the school.
3. To support the child and young people within the academy in the development and review of their person centered plans/Personal Development plans and to work in accordance with the agreed plan.
4. To be a learning mentor for named pupils.
5. To develop and draw on knowledge of particular needs in order to enhance the benefits to the children and young people within the Academy.
6. Under the direction of the Class Teacher help prepare resources and prepare the learning environment so that the pupils have the best access to learning.
7. To contribute to initial and baseline assessments and the ongoing assessment of learning
8. To support the Class Teacher to evidence learning
9. Under the direction of the Class Teacher, or HLTA, engage in leading individual or small group learning sessions.
10. To support the ongoing functional learning of the children during visits in and around the local community.
11. To support pupils in any work experience placements or off site activities.
12. Where appropriate to liaise and feedback on pupil's progress with professionals and families.
13. Where appropriate be involved in assessments of pupil's progress and learning in the form of written observations, photographic or video assessments.
14. To ensure that you follow each pupil's Education Health Care Plan, behaviour support plan and any other relevant targets.
15. To be aware of and complete relevant information that requires daily attention such as pupil's logs, incident files, communication books, planners, etc to ensure that you record all information accurately, legibly and communicate it appropriately.
16. To promote MacIntyre Academies' philosophy of positive behaviour management through consistency, respect, warmth, empathy and compassion.

17. To provide a caring and supportive environment for pupils that respects and affirms their racial, cultural and religious identity and lifestyle.
18. To be aware of the regulatory frameworks within which you work and to keep abreast of national, corporate and local developments which affect your work.
19. To attend and participate in staff meetings, individual formal supervisions, appraisals, staff debriefings to ensure consistency and good practice.

Additional Duties:

- To safeguard and promote the welfare of all pupils in the school by being familiar with and aware of the School's Safeguarding and protection issues, procedures and guidelines and to adhere to them at all times.
- To bring to the attention of a senior colleague any matter of concern over the wellbeing, safety or safeguarding of a pupil we support.
- To be aware of your responsibilities in accordance with the current Health and Safety at Work Act.

Teaching Assistant Person Specification

	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
Education, knowledge and experience	<ul style="list-style-type: none"> • Knowledge of or an interest in Autism, Learning Disabilities or other behavioural difficulties. • Excellent classroom practitioner. • Demonstrable commitment to own continued professional development. • Demonstrable experience of professional communication and interpersonal skills both written and verbal. • Good ICT skills. 	<ul style="list-style-type: none"> • Experience of working with multidisciplinary teams. • Experience of IT assessment packages • Experience of working in a Special Needs school • Experience of working with students with ASD. • Experience of handling challenging and high pressure situations.
Personal Attributes	<p><i>Must be able to demonstrate</i></p> <ul style="list-style-type: none"> • Excellent communication and facilitation skills. • A passion for working with pupils with SEN and their families. • Ability to work flexibly to meet the needs of the Academy. • Ability to work with the Class Teacher to promote motivate and work with others to create a shared culture and positive climate. • High level of resilience and determination. • Commitment to and a genuine interest in the pastoral welfare of the school community. • Calm and organised approach to work under pressure and the ability to inspire this in others. • Demonstrate a highly motivated and person centred approach to the role • Adopt a reflective approach to your work. 	

Respecting and Understanding Others	<ul style="list-style-type: none"> • Reacts sensitively to other people and recognises different viewpoints, beliefs, values and opinions. • Treats the pupils we support and colleagues with respect, dignity, honesty and equality. • Adapts their working style and level of support to an individual's needs or wishes. • Works cooperatively with colleagues and assists when they need support. • Value the different contributions that people can make within a team.
Influential Communication	<ul style="list-style-type: none"> • Ensures Great Interactions are achieved by using a variety of communication techniques including language, tone and non-verbal behaviour. • Listens actively and displays enthusiasm in their communication. • Uses and presents information in a manner which is persuasive, logical and understandable to the receiver.
Facilitating Success and Improvement in Others	<ul style="list-style-type: none"> • Use encouragement, praise and appropriate direction as necessary. • Supports, motivates and inspires others to try new tasks or activities. • Seeks assistance appropriately and able to receive feedback positively from others.
Supporting Learning and Teaching or Care in an Educational Setting (for those in an operational role)	<ul style="list-style-type: none"> • Is ambitious, has consistent and high expectations of staff and pupils • Demonstrates personal enthusiasm for and commitment to the learning process • Demonstrates the principles and practice of effective learning and teaching • Initiates and supports research and debate about effective learning and teaching • Provides appropriate support intervention based upon a detailed knowledge of individual pupils
Problem Solving and Decision Making	<ul style="list-style-type: none"> • Is able to collect, interpret and evaluate information • Can develop a deep understanding of a problems, exploring alternative ways of resolving problems including new possibilities. • Makes timely and well considered decisions, is aware the impact their decisions may have and willing to make difficult but necessary decisions to improve the practice.
Resilience to Change and Challenges	<ul style="list-style-type: none"> • Is open to change and embracing new developments / initiatives • Adapts well in new and unfamiliar situations responding to changing plans quickly • Works independently without direction • Is resilient and copes well in emergency situations.
Personal Development	<ul style="list-style-type: none"> • Is committed to achieving high standards for their own self-development • Is able to reflect on self-development needs and address them. • Meets agreed development action plans as agreed with line manager. • Achieves positive feedback from peers, senior colleagues and external stakeholders.