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| Title of Post: Secondary Phase Teaching Assistant | Grade 5 (TTO) |
| Contractual Terms: 37hrs/week Term Time Only | Line Manager: SENCO |

The Teaching Assistant (TA) will work under the supervision of the SENCO and the direction of each classroom teacher regarding all matters relating to the learning support of a designated pupil(s)/students(s). The TA will Support pupils, parents, and teachers, to establish a supportive learning environment in which children make good academic progress.

Key Responsibilities

- To make sure that the pupil understands an activity set by the teacher;
- To work in the classroom and practical lessons and helping the pupil to access different tasks, at the same time allowing the pupil to be as independent as possible;
- To re-explain or reinforce an activity set by the teacher;
- To prompt the pupil to ensure that she stays on task;
- To act with patience and calmness whilst being fair and consistent;
- To reassure the pupil;
- To help the pupil integrates during group activities and during unstructured time;
- To be available for the pupil during lunch and break time, as appropriate;
- To ensure that the pupil behaves in an appropriate way both in the classroom and around school;
- To allow the pupil to become independent as they develop confidence and maturity;
- To be confident in dealing with pupils and to set clear boundaries for behaviour;
- To report any concerns about the safety or welfare of a pupil/student to the class teacher and the SENCO immediately;
- To attend and make a contribution to meetings regarding the pupil.
- Help create a strong school community, characterised by consistent, orderly behaviour and caring, respectful relationships;
- Help to develop a school culture and ethos that is utterly committed to achievement;
- Willingness to contribute to the wider life of the school.

Additional Information

- Undertake any such duties commensurate with the post as directed by the Headteacher/Line Manager
- As part of the wider duties and responsibilities, the post holder is expected to promote and actively support the school's responsibilities towards safeguarding.
- As an essential: A good knowledge and understanding of the General Data Protection Regulation (GDPR) and a willingness and commitment to ensure compliance of this regulation and any associated data-related legislation.

- Develop and maintain an awareness of mental health issues affecting both colleagues and students/learners and in act in a supportive way that helps others and enables them to be open about any issues affecting them.

| Criteria | | Essential/ Desirable | How Assessed |
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| Qualifications: | The role requires a minimum of 5 GCSE's Grade 4 – 9 (A – C), or equivalent, including Maths and English. | E | A/I |
| | Willingness to undertake training to develop skills and knowledge in order to take a proactive and supportive role | E | |
| | Willingness to undertake training related to individual pupils with needs | D | |
| Experience: | Some experience of working with children. | E | A/I |
| | Experience in an educational establishment. | D | |
| Knowledge and Statutory Requirements: | The role requires some detailed knowledge of Trust policies, procedures and practices and/or knowledge of the operation of tools and equipment. | E | |
| | Reasonably Practical Level - knowledge of statutory duties with regard to safeguarding and Health & Safety obligations. This applies to every member of staff within the Trust. | E | |
| | Ability to follow school and departmental policies, including development policy | E | |
| | An understanding of child safeguarding and school policies (training will be given) | E | |
| Planning, Organisation and Mental Challenge: | The role requires creative or judgemental skills; where there is some need to interpret information or situations and to solve straightforward problems. | E | |

Commented [1]: different to revised spec

Commented [2]: different to revised spec

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| Empathy & Social Intelligence: | The role requires some self-awareness, self-management, social awareness and relationship management, together with considerable empathy, understanding and the ability to accurately read, anticipate and understand the needs, motivation, beliefs and desires of others. | E | |
| Interpersonal & Communication: | Interpersonal and listening skills and the ability to be tactful. Good verbal and written communication skills (use of standard English) - ability to exchange orally or in writing information to inform others, including colleagues, pupils and parents/carers. | E E | |
| Skills (including physical skills and demands) | Ability to support pupils in a classroom environment. Strong timekeeping skills and ability to work to deadlines Hardworking and committed Ability to act with confidentiality and sensitivity Ability to maintain records and to work in a logical, organised manner Ability to work as part of a team as well as individually Ability work with and support learning in small group/1:1 settings Ability to be flexible and show initiative across the whole school setting to promote pupil progress | E E E E E E E E | A/I |
| Initiative & Independence: | Ability to work from instructions and make minor decisions involving the use of initiative, referring problems to the SENCO/ line manager. | E | |
| Emotional Challenge and Resilience: | The role involves contact with pupils/learners, parents/carers and staff who, through their circumstances or behaviour, could occasionally place emotional challenges on the role and some emotional resilience will be required. | | |

Commented [3]: Revised spec includes additional information

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| Personal Qualities: | Approachable, calm and courteous | E | A/I |
| | Proactive, flexible and responsive to change | E | |
| | Adopt high standards of behaviour in a professional role | E | |
| | Commitment to the school's Aims and Philosophy | E | |
| | Commitment to own professional development and willingness to undertake necessary training, including training related to a specific child and their needs. | E | |
| | A willingness to contribute to the wider aspects of school life in supporting pupils' success | D | |
| | Good sense of humour | E | |
| | To attend Open Day and special events if required. | E | |

Responsibilities for Resources:

Line Management Responsibilities: none

Physical Resources: The role involves limited, or no direct responsibility for physical resources. The work may involve some handling or processing of information or careful use of low value equipment.

Responsibility for People: The role involves considerable direct impact on the well-being of pupils/learners through supporting the needs and implementation of appropriate care or welfare.

Responsibility for Policy Development: none

Responsibility for Student Outcomes: The role has some impact on the educational outcomes of pupils/learners.

Working Conditions: The post holder will work in a classroom during lesson time. The post holder will have some exposure to people related behaviour issues.

Main Contacts: The Post Holder must always project a professional image when dealing direct with pupils, colleagues, governors, parents/carers and external bodies.

Characteristics of the post:

The employment checks required of this post are:

- Evidence of entitlement to work in the UK
- Two satisfactory references
- Evidence of a satisfactory safeguarding check e.g. an Enhanced Disclosure and Barring Service Check for Regulated Activity
- Confirmation of medical fitness for employment as required
- Registration with appropriate bodies (where applicable)

Date Completed: May 2021

Signature of Post Holder:

Date:

This is a description of the job as it exists at present; All Trust Job Specifications are reviewed and are liable to variation in consultation with the post-holder in order to reflect future developments, roles and organisational change.

Please make sure that you can demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criterion on our application form.

We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled candidates. We have tried to do this, but if you have a disability and identify any barriers in the job specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview, etc.