![\\ash-srv-01\User_Redirects$\dgarrido\Documents\LOGOAshmanorlogo[1].jpg]()![\\ash-srv-01\User_Redirects$\dgarrido\Documents\LOGOAshmanorlogo[1].jpg]()**Ash Manor School**

**Aspire and Achieve**

**JOB DESCRIPTION & PERSON SPECIFICATION**

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| --- |
| **CONTRACTUAL DETAILS** |
| Post Title: | Teaching Assistant |
| Grade: | Surrey Pay S4 |
| Hours: | 30 hours per week, 39 Weeks per year (term time only) incl 5 days INSET  |
| Line managed by: | SENCO |
| Line management of: | No line management responsibilities |
| **ROLE PURPOSE** |
| *This is a draft job description and the areas of responsibility will be developed throughout the year to reflect the strengths of the post holder, their areas for development and aspirations.** To provide targeted in class support for pre-identified students within the classroom setting.
* Directly contribute to quality first inclusive teaching
* To raise attainment and improve progress of selected students and identified groups such as SEND & PP
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| **CORE ACCOUTABILITIES & ABILITY STATEMENTS** |
| **Measureable outcomes*** Improvements in NC levels & student progress during time in interventions.
* Records of intervention specific data e.g. phonic sounds.

**Main responsibilities*** To fulfil the role of in-class support in the SEND package provision.
* To work with selected SEND / PP students in classrooms and support them in making accelerated progress.
* Will be expected to hold detailed knowledge of each SEND student in the lesson, especially those with a Statement or EHCP.
* Liaise with class teachers and contribute to planning, teaching and the production of specialist resources for SEND students.
* Produce resources for individual students
* Report to the SENCO impact of in-class support and areas of strength and development in an agreed
* format.
* Be able to highlight areas of CPD that is required to constantly develop personal practice and the development of other Teaching Assistants
* Record student interventions on SIMs marksheet with intervention/date/staff member as agreed with the SENCO
* Produce student summaries to go into the school’s guidance bulletin on a weekly basis if a student is struggling in a particular area and send these to the Admin SENCO by Thursday each week.

**Groups sizes**In-class support as required.**Monitoring*** Formal observations termly by SENCO / AHT. Supportive observations by SENCO.

**Interventions responsible for:**Specialist teaching and learning interventions* Differentiated work for specified groups of learners
* Impact on pupil progress
* Contribution to quality first inclusive teaching

**Reports*** Half termly reports on support and impact of in-class support to SENCO.
* Weekly student summaries for specific students for AMS guidance bulletin
* Bi-weekly meetings with SENCO to report on progress and impact

**Corporate & statutory initiatives – equalities/health & safety*** Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace
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|  |
| Whilst every effort has been made to explain the main duties and accountabilities of the post, each individual task undertaken may not be identified.This Job Description is current at the date shown but following consultation with you, may be changed by Leadership to reflect or anticipate changes in the Job which are commensurate with the salary and Job Title.**The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. The post holder will be subject to enhanced Disclosure and Barring Service (DBS) checks prior to commencing employment.**  |

Signed by Job Holder: ......................................................................... Date: ………………………..

Print Name:

Signed by Line Manager: .................................................................... Date: ………………………..

Print Name:

PERSON SPECIFICATION: IN-CLASS SUPPORT PROGRESS ASSISTANT

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| --- | --- | --- | --- |
|  Attributes | Essential | **Desirable** | Evidence |
| Education, Training and Qualifications | * Hold Grade C (or equivalent) in Maths and English at GCSE level
 | * Hold (or willing to work towards) a Level 3 NVQ qualifications in Education.
* Show willing to undertake appropriate CPD to fulfil the role
 | Application form and letter |
| Experience and Knowledge | * Experience of working with children who have a wide variety of educational needs
* Experience of using Information Technology to support students in the classroom
* Is able to work independently and autonomously as well as within a team
 | * Has a basic knowledge of how schools are organised and managed
* Experience in leading small groups/whole classes in interventions and lessons
 | Application form, letter and reference |
| Self-Management Skills and Abilities | * Ability to use language and other communication skills that students can understand and relate to
* Ability to establish positive relationships with students and empathise with their needs
* Ability to demonstrate active listening skills
* Ability to consistently and effectively implement agreed behaviour management strategies
* Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to students, encouraging the student to stay on task
* Ability to monitor students’ response to learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes
* Ability to carry out and report systematic observations of students’ knowledge, understanding and skills
* Ability to assist in the recording of lessons and assessment as required by the teacher
* Ability to offer feedback to students to reinforce self-esteem
* Ability to work effectively and supportively as a member of the school tea
* Ability to work within and apply all school policies e.g. behaviour management, child protection, Health & Safety, Equality etc.
 | * Use of SIMS or equivalent
 | LetterReferencesInterview |
| Personal | * Calm disposition
* Willing to accept the demands and challenges of the post and respond in a flexible manner
* Excellent time-management and multi-tasking skills
* Ability to work under pressure and to tight deadlines
* Is committed, resilient, robust, resourceful, keen and enthusiastic
* Can demonstrate fairness, honesty, integrity and confidentiality in existing practice and conduct as a professional
* Can show positive commitment to organisational principles
* Committed to safeguarding and promoting the welfare of students and Ash manor School
 |  | ReferencesInterview |
| Safeguarding | **The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. The post holder will be subject to enhanced Disclosure and Barring Service (DBS) checks prior to commencing employment.**  |