



Tolworth Girls' School & Sixth Form

Job Description

Job title:	Teaching Assistant (TA) For Specialist Resource Provision (SRP)
Salary:	Grade C, scale points 10-14
Hours:	36 per week (full time)
Reporting to:	Specialist Resource Provision Lead

RELATIONSHIPS

IMPORTANT FUNCTIONAL RELATIONSHIPS

Headteacher
Teaching Staff
Child Protection Officer
Student Support Workers
TA's

Duties:

To support the SRP students as directed by SRP Lead. SRP students will all have a diagnosis of ASC and have SEMH needs. Help to develop the SRP as it grows from year to year.

Teaching and Learning:

- Assist in educational and social development of students with ASC and SEMH needs under the direction and guidance of the Lead of the SRP and class teachers.
- Assist in the delivery of tailored Education Programmes and ASC interventions for students and help monitor their progress.
- Provide support for individual SRP students, inside and outside the classroom to enable them to fully participate in activities.
- Assist in the monitoring of student progression in relation to their EHCP outcomes.
- To work with other professionals, such as speech therapists, occupational therapists and EP's and the Head of the SRP.
- Have a clear understanding of the range of difficulties that students with ASC and SEMH present and to be able to demonstrate suitable strategies, which can be implemented to allow them to access the curriculum and school life.

Administrative duties

To carry out additional duties as directed by the Lead of the SRP.

Other duties

- Support the aims and ethos of the school.
- Set a good example in terms of dress, punctuality and attendance.
- Attend team and support staff meetings.
- Attend INSET days and courses where appropriate to professional development.

Key characteristics/skills include:

- Flexible
- Well organised and able to plan ahead.
- A good understanding of ASC and SEMH.
- Ability to build positive relationships with students within the SRP and staff.
- Able to advise and help others in using appropriate strategies and programmes (including teaching staff as well as the inclusion faculty).
- Prepared to work with students with ASC and SEMH needs either in classroom, small group or one to one environment as is necessary.

Further Personal Qualities

- Remain calm in difficult situations
- Not afraid to use own initiative
- A sense of humour
- Good qualifications in Mathematics and English
- Experience of working with young people and be able to build up a rapport with them as well as the ability to encourage and cajole the most reluctant learner
- Be well organised
- Patience
- Be able to work as part of a team

Person specification

CRITERIA	QUALITIES You may wish to classify these as “essential” or “desirable” depending on your expectations for the role
Qualifications and experience	<ul style="list-style-type: none">➤ Desirable, Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or other relevant qualification in nursery work or childcare (or willingness to work towards a qualification if not already held)➤ Desirable, experience of working with young people with ASD and / or SEMH needs in either a paid or voluntary capacity➤ Some experience of working in a school setting or with SEND children➤ GCSEs at grades 9 to 4 (A* to C) including English and Maths➤ Knowledge of state school curriculum➤ Desirable, Experience of interventions specific to those with ASD / SEMH needs such as zones of regulation and social stories.

Skills and knowledge	<ul style="list-style-type: none"> ➤ Some knowledge of SEND needs and learning difficulties ➤ Some knowledge of interventions specific to those with ASD / SEMH needs such as zones of regulation and social stories. ➤ Safeguarding procedures and policy ➤ Good literacy and numeracy skills ➤ Good organisational skills ➤ Ability to build effective working relationships with pupils and adults ➤ Skills and expertise in understanding the needs of all pupils ➤ Knowledge of how to help adapt and deliver support to meet individual needs ➤ Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils ➤ Excellent verbal communication skills ➤ Active listening skills ➤ The ability to remain calm in stressful situations ➤ Knowledge of guidance and requirements around safeguarding children ➤ Good ICT skills, particularly using ICT to support learning ➤ Understanding of roles and responsibilities within the classroom and whole school context ➤ Good behaviour management strategies
Personal qualities	<ul style="list-style-type: none"> ➤ Enjoyment of working with children ➤ Flexibility in working around school demands e.g. last minute changes to children's timetables, responding to children's emotional needs in the classroom etc. ➤ Sensitivity and understanding, to help build good relationships with pupils ➤ Empathy and understanding of children who find learning difficult ➤ A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school ➤ Commitment to maintaining confidentiality at all times ➤ Commitment to safeguarding pupil's wellbeing and equality ➤ Ability to work well in a team ➤ Ability to use own initiative ➤ Willingness to undergo training if required in line with changing SEN needs in the department ➤ A willingness to contribute to the wider life of the school and SRP setting

Notes:

This job description may be amended at any time in consultation with the postholder.

Last review date: February 2021

Headteacher/line manager's signature: _____

Date:

Postholder's signature:

Date:
