



# Featherstone High School

## Job Description

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|--------------------|---------------------------------------------------------------|
| <b>Job Title:</b>  | Teaching Assistant                                            |
| <b>Grade:</b>      | Grade 5                                                       |
| <b>School:</b>     | Featherstone High School                                      |
| <b>Hours:</b>      | 32.5 hours per week                                           |
| <b>Reports To:</b> | Assistant Head Teacher for Pupils with Additional Needs/SENCO |

### Job Purpose

To support students in accordance with any directions which may reasonable be given by the Head Teacher or Line Manager designated by the Head/Head of Department

### Duties and Responsibilities

1. To support individuals and groups of students to enable access to learning, contributing to the development and maintenance of a purposeful, nurturing learning environment.
2. To supervise and provide support for identified students, in 1:1, group or whole class situations, ensuring their safety and access to learning
3. To assist teachers in supporting classes and devising strategies which encourage the students learning.
4. To assess, record and report on the development, progress and attainment of SEN students
5. To always have regard to the curriculum for the school.
6. To assist in implementing the SEN Code of Practice 0-25, including helping to identify and follow up students with SEN through process of assessment.
7. To promote the general progress and well-being of individual students assigned to you
8. To provide guidance and advice to students on educational and social matters; on their further education and future careers and, in particular, to improve literacy and Numeracy skills.
9. To make relevant records and reports including those for communicating and consulting with the parents of students.
10. To participate in meetings arranged for any of the purposes described above
11. To provide or contribute to oral and written assessments, reports and references relating to individual students and groups of students.
12. To participate in arrangements made in accordance with School Appraisal Policy for the appraisal of your performance and that of other staff.
13. To review from time to time your methods of support and programmes of work.
14. To participate in arrangements for your further training and professional development as a Teaching Assistant.
15. To work with departments and individual teachers to meet the needs of SEN students by identifying difficulties that may arise in any curricular context and taking steps to overcome them.
16. To promote good order among the students and safeguard their health and safety both on and off the school premises.
17. To act in accordance with Schools Policy on Health and Safety issues.
18. To participate in meetings and extracurricular trips at the school as necessary.
19. To liaise with students, parents, other staff employed at the school as necessary.
20. To lead small group sessions and interventions as appropriate.
21. To support with internal and external public examinations as and when and required.

The job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post-holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

By signing this document, you are agreeing to undertake all duties stated within this job description.

Employee signature:

Date:

Manager signature:

Date:

## PERSON SPECIFICATION

|     |                                                                                                                                                                      | <b>Essential<br/>(E)<br/>Desirable<br/>(D)</b> |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
|     | <b>Qualifications and Experience</b>                                                                                                                                 |                                                |
| 1.  | To have achieved a minimum qualification in English and Maths at Grade A-C or 9-4 equivalent.                                                                        | E                                              |
| 2.  | Qualifications to degree level or equivalent                                                                                                                         | E                                              |
| 3.  | A higher-level teaching assistant qualification and experience or equivalent.                                                                                        | E                                              |
| 4.  | Some knowledge of strategies in working with young people WITH ASD                                                                                                   | E                                              |
| 5.  | Successful completion of training in relevant field/s e.g., dyslexia, ASD, sign language, braille, bilingual, literacy/numeracy/ICT learning programmes.             | E                                              |
| 6.  | Significant experience of working with children/young people in a secondary environment to support learning.                                                         | E                                              |
| 7.  | Experience of working with external agencies and other professionals.                                                                                                | E                                              |
|     | <b>Knowledge and skills:</b>                                                                                                                                         |                                                |
| 8.  | To have a good understanding of the barriers to students' learning                                                                                                   | E                                              |
| 9.  | Ability to build and form good relationships with students, parents/carers and colleagues.                                                                           | E                                              |
| 10. | Strong verbal and written communication skills appropriate to the need to communicate effectively with colleagues, students, parents/carers and other professionals. | E                                              |
| 11. | Ability to work constructively as part of a team, understanding school roles and responsibilities including own.                                                     | E                                              |
| 12. | Ability to improve own practice/knowledge through self-evaluation and learning opportunities.                                                                        | E                                              |
| 13. | Excellent standard of numeracy and literacy skills.                                                                                                                  | E                                              |
| 14. | Ability to use a range of ICT packages and equipment.                                                                                                                | E                                              |
| 15. | Ability to absorb and understand a wide range of information.                                                                                                        | E                                              |
| 16. | Good understanding of principles of child development, learning processes & barriers to learning.                                                                    | E                                              |
| 17. | Working knowledge of national curriculum and other learning programmes/strategies.                                                                                   | E                                              |
| 18. | Working knowledge of relevant policies and procedures, and awareness of relevant legislation.                                                                        | E                                              |
| 19. | Working knowledge of planning and delivery of relevant learning activities.                                                                                          | E                                              |
| 20. | Working knowledge of behaviour management strategies.                                                                                                                | E                                              |
| 21. | Experience of advancing students' learning in a range of classroom settings, including working with individuals, small groups and whole classes.                     | E                                              |

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|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 22.                                    | Significant experience of providing support to students with learning difficulties or physical difficulties at ages 11- 19.                        | E |
| 23.                                    | Knowledge of an additional language.                                                                                                               | E |
| <b>Personal Qualities</b>              |                                                                                                                                                    |   |
| 24.                                    | A diplomatic and patient approach.                                                                                                                 | E |
| 25.                                    | Able to appropriately deal with confidential information/situations.                                                                               | E |
| 26.                                    | Able to follow direction and work in collaboration with line manager.                                                                              | E |
| 27.                                    | Ability to show initiative and to prioritise one's own work and meet required deadlines.                                                           | E |
| 28.                                    | Efficient and meticulous in organisation.                                                                                                          | E |
| 29.                                    | Desire to enhance and develop skills and knowledge through CPD.                                                                                    | E |
| 30.                                    | Recognition of the importance of personal responsibility for health and safety.<br>Commitment to the school's ethos, aims and its whole community. | E |
| 31.                                    | Commitment to the school's ethos, aims and its whole community.                                                                                    | E |
| <b>Demonstrates the Commitment to:</b> |                                                                                                                                                    |   |
| 32.                                    | Equal opportunities for all in the school community                                                                                                | E |
| 33.                                    | Safeguarding and promoting the welfare of young people                                                                                             | E |