MYTON SCHOOL

JOB DESCRIPTION

TEACHING ASSISTANT (TA1) – VACANCY 2

POST TITLE: TEACHING ASSISTANT (TA1): SEND LEARNING & GENERAL CLASSROOM SUPPORT

REPORTING TO: SENCO / ASSISTANT SENCO

1. Job Summary / scope / purpose

- Support the educational, personal, and social development of students with special needs, literacy, numeracy, temporary or permanent disabilities, access or mobility needs;
- Support the aims and ethos of the school;
- Establish positive relations with students and parents/carers to assist student progress and attainment.

2. Key Responsibilities

2.1 Support Teaching and Learning

- Assist in the educational and social development of students under the direction and guidance of the Head Teacher, SENCo, Assistant SENCo and class teachers;
- Assist in the implementation of Pupil Profiles for students to share information with staff;
- Be assigned as a key-worker for monitoring the progress of students with SEND/Pupil Profiles;
- Be assigned to support students in all curriculum subject areas;
- Work with other professionals as necessary;
- Assist class teachers.

2.2 General Support to Students

- Support students with social, emotional and mental health barriers help to develop their social skills;
- Provide support for individual students inside and outside the classroom to enable them to fully participate in activities.

2.3 Admin Support

- Carry out general administration (e.g. photocopying and clerical tasks) in order to support teaching.

2.4 Support for the School

- Assist in providing an atmosphere in which effective learning can take place;
- Support the promotion of positive relationships with parents and outside agencies;
- Be aware of the confidential nature of issues relating to home/student/teacher/school work;
- Set a good example in terms of dress, punctuality and attendance;
- Work within school policies and procedures;
- Attend staff meetings and training as required;
- Be proactive in matters relating to health and safety.

Any other duties commensurate with the grade of the post at the discretion or direction of the SENCo, Assistant SENCo, Class Teachers or the Head Teacher/Deputy Head.

3. Responsibility for Staff

- The post-holder has no line management responsibility but may assist with support, induction and training of other staff.

4. Level of Supervision

- The post holder will receive direction and supervision from the SENCo, the Assistant SENCo and from class teachers.

5. Summary of main terms and conditions

The above responsibilities are subject to the general duties and responsibilities contained in the Contract of Employment for Support Staff.

Grade	• TA Level 1 (Grade A, Scale points 1 to 4 on the NJC pay spine for Support Staff)
Salary range	• £17,364 - £18,426 per annum (pro-rata) • The actual salary, based on the hours per week and working weeks plus holiday entitlement per annum, is within the range £5,426 - £5,758 per annum
Starting salary	• The actual salary will be calculated based on the hours per week, the working weeks per annum including a pro-rata holiday entitlement per annum. • The starting salary will normally be at the minimum of the salary scale, unless incremental points are awarded for previous skills and experience. Thereafter, progression will be by annual increments, subject to satisfactory performance.
Hours	• The appointment is for 13.5 hours a week to be worked on a Monday and Tuesday. • Hours of work (start and finish times) will be as agreed with the line manager but are likely to be approximately 8.30am to 3.30pm including an unpaid lunchbreak of at least 20 minutes. • Due to the nature of the role some flexibility in working hours may be required (e.g. for attendance at meetings and extra-curricular activities).
Working Weeks	• Term-time (38 weeks a year) plus an additional five Staff Training days a year (i.e. 39 weeks).
Probationary period	• New appointments are subject to successful completion of a six month probationary period (or 1½ terms).
Supervision of /support for students	• As part of your responsibilities you may be required to assist with the supervision of students at break or lunch time, or assist with students during Form Time, or with assisted reading.
Notice period	• A minimum of one month in writing to end at the end of a calendar month (i.e. at least one complete calendar month).

- The job description outlines in general terms the main responsibilities of the role, which the post-holder will be expected to undertake. It does not list all the tasks and duties of the post-holder or specify the particular amount of time to be spent on carrying them out and no part of it may be so construed.
- The responsibilities described may vary or be amended from time to time without changing the overall level of responsibility associated with the post.
- The job description may be reviewed and amended from time to time by the School in consultation with the post-holder, to reflect or anticipate changes in the job commensurate with the grade and job role.

The Teaching Assistant needs to:

- Avoid creating a dependency culture where students rely on you to complete work;
- Listen to and understand the concerns of colleagues;
- Know about the SEND students/more able students in the group;
- Be constructive and encouraging;
- Be flexible in negotiation;
- Decide on priorities for intervention;
- Use observational Skills to determine help required by students;
- Read the Pupil Profiles, Provision Mapping, EHCP and know what targets the subject teacher has set, as you have a role to play in helping the students attain these targets;
- Talk and review your role to check that the support is effective and meets everyone's needs students, class teacher and yours;
- Use Merits, postcards, positive phone calls home and rewards whenever possible;
- Liaise weekly with teachers to create planned, in-class, support.

Ways of working in the classroom.

The SEND students remain the responsibility of the class teacher however there needs to be negotiation to make the most of support. The partnership needs to take into account the subject expertise of the Teaching Assistant but the supporting adult should always be given copies of content/materials in advance.

- Teaching Assistant works with individual/small group or takes the class while you work with a small group;
- Can assistance be given in preparing resources or helping to find additional material?
- Define the nature of help to targeted students e.g. check comprehension, keep on task, or give rapid feedback and praise, remind them of task, suggest ways of tackling a problem;
- With individuals or groups, break tasks into manageable chunks, differentiate, explain or clarify, introduce new activities, highlight new concepts and relate them to old, encourage reflection by effective questioning for deeper learning.