

JOB DESCRIPTION

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| Job Title: | Teaching Assistant Level4 (ASD Provision) |
| School | Rivington & Blackrod High School |
| Grade: | Grade F SCP 17-23 plus SEN allowance |
| Hours of Work | 37 hours per week, Term Time plus 5 days |
| Reports to: | SENCo and Assistant SENCo |

Line management responsibility: Teaching Assistant team

Main purpose of the job: Working directly with ASD students within the resource provision; taking responsibility for agreed learning activities under an agreed system of supervision (subject to the direction and supervision of a teacher). Planning, preparing and delivering learning activities for individuals or groups. Monitoring students and assessing, recording and reporting on their achievement, progress and development. Management and development of a specialist area within the school and/or supervision of other teaching assistants including appraisal and training.

Key duties and responsibilities

Support for the student (under an agreed system of supervision)

- Assess the needs of students and used detailed knowledge and specialist skills to support student learning.
- Promote inclusion and acceptance of all students.
- Encourage students to interact with others and work cooperatively with others and engage students in activities.
- Promote independence, employing strategies to recognise and reward achievement of self-reliance.
- Establish productive working relationships with all students, acting as a role model and setting high expectations.
- Develop and implement individual learning plans.
- Provide feedback to students in relation to progress and achievement.

Support for the Teacher

- Organise and manage appropriate learning environment and resources.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Monitor and evaluate student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.

- Supporting the role of parents in students learning and contribute to/lead meetings with parents to provide constructive feedback on student progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests.
- Production of lesson plans, worksheets, plans etc.

Support for the Curriculum

- Deliver learning activities to students within an agreed system of supervision, adjusting activities according to student learning styles and responses/needs.
- Deliver local and national learning strategies e.g. literacy, numeracy, KS3, early years effectively utilising all alternative learning opportunities to support extended development.
- Use ICT effectively in learning activities and develop students' competence and independence in its use.
- Assist students to access learning through specialist support e.g. curriculum/SEN specialism.
- Select and prepare required resources necessary to lead learning activities, taking account of student's interests, language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

Support for the School

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned).
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students.
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend in school activities.
- Participate in training and other learning activities as required
- Deliver out of school learning activities within guidelines established by the school.
- Recognise own strengths and areas of expertise and use these to lead, advise and support others.
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting students.
- To be responsible for and committed to safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.

Supervisory Responsibilities

- Manage the teaching assistant team including undertaking appraisal/performance management.
- Hold regular team meetings with managed staff.
- Represent teaching assistants at teaching staff/management/other appropriate meetings.
- Undertake induction/appraisal/training/mentoring for other teaching assistants.
- Assist in the recruitment process for teaching assistants.

The above duties are not exhaustive, and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Leadership Team.

This job description will be kept under review and may be amended via consultation with the individual, Governing Body and/or Leadership Team as required. Trade union representation will be welcomed in any such discussions.

PERSON SPECIFICATION

Job Title: Teaching Assistant Level 4 (ASD Provision)

| Qualifications and training | Essential | Desirable |
|--|-----------|-----------|
| Level 2 or higher in English/Literacy & Maths | ✓ | |
| Higher Level Teaching Assistant Qualification or willingness to accept a contractual agreement to complete the course within 18 months | ✓ | |
| Recognised ASD qualification or willingness to accept contractual agreement to complete the course within 18 months | ✓ | |
| Continuous professional development in a relevant area of special needs | | ✓ |

| Experience, knowledge, and skills | Essential | Desirable |
|--|-----------|-----------|
| Working alongside young people with special educational needs in an educational setting for a minimum of 2 years | ✓ | |
| Working with young people with ASD and communication disorders | ✓ | |
| Preparing resources to support learning programmes | ✓ | |
| Working effectively within a team environment | ✓ | |
| Programme planning for students with special educational needs | ✓ | |
| Conflict resolution | ✓ | |
| Working at Teaching Assistant level 3 or 4 in a secondary school environment | | ✓ |
| Line management of Teaching Assistants | | ✓ |
| SEN care and service provision | ✓ | |
| Learning programmes and strategies for young people with special educational needs | ✓ | |
| ASD and communication disorders | ✓ | |
| Educational Health Care Plans | ✓ | |
| SEN policies, procedures & codes of practice | ✓ | |
| Child development, learning and inclusion within mainstream education | ✓ | |
| Classroom roles and responsibilities | ✓ | |
| Safeguarding of children & young people | ✓ | |
| Confidentiality and Data Protection | ✓ | |

| Personal attributes | Essential | Desirable |
|--|-----------|-----------|
| Effective in the use of ICT | ✓ | |
| Ability to promote a positive ethos and role model positive attributes | ✓ | |
| A commitment to equality and diversity policies | ✓ | |
| A commitment to Health and Safety | ✓ | |
| A commitment to child protection and safeguarding | ✓ | |
| Ability to remain calm under pressure | ✓ | |
| Ability to communicate across all levels | | |
| Ability to build and maintain effective working relationships | ✓ | |
| A confident yet caring approach | ✓ | |
| Reliable and resilient with a good sense of humour | ✓ | |

| Special requirements | Essential | Desirable |
|--|------------------|------------------|
| Satisfactory enhanced DBS certificate | ✓ | |
| Medical clearance | ✓ | |
| Two satisfactory references | ✓ | |
| Full UK driving license and access to a car during working hours | | ✓ |

The Trust is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced disclosure from the Disclosure and Barring Service (DBS). The school is committed to safeguarding and promoting the welfare of children and young people and it expects staff and volunteers to share this commitment.