



Ashton House School

JOB DESCRIPTION: INTERVENTION TA

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Reporting to: Deputy Head, Teaching & Learning Lead, SENCO

InterventionTA:

Key Responsibilities

- Plan and deliver small group “Enrichment” sessions across the school for children identified as Gifted and Talented, by the Enrichment Coordinator. The overall direction of these sessions will be set by the Enrichment Coordinator, but the planning and delivery of individual sessions will be the responsibility of the InterventionTA.
- Support SEN/Additional Needs interventions ‘in-class’ and ‘removed-from-class’ in small groups and 1:1 as required by the SENCO.
- To provide short-term cover within any age group in response to teacher absence.
- Provide verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to Enrichment Coordinator/ SENCO/ Deputy Head as well as teachers and pupils in line with school policy.
- Provide progress data in their taught subject to teachers for pupils’ termly reports
- Assist the teaching team in ensuring that pupils behave and conduct themselves properly, both within and outside the classrooms
- Assist the teachers in ensuring that all equipment used is safe and specific to the activity and age group
- Create and maintain a purposeful, orderly and supportive environment
- Use strategies to support pupils to achieve learning targets
- Assist with the planning of learning activities on a regular basis
- Contribute to the selection and preparation of appropriate teaching resources
- Monitor pupil responses to learning activities and accurately record achievements and progress as directed
- Provide detailed and regular feedback to teachers on pupil achievement, progress, issues etc.
- Promote good pupil behaviour, deal promptly with conflict and minor incidents in accordance with established policy and encourage pupils to take responsibility for their own behaviour
- Establish constructive relationships with parents



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- Assist with the display of pupils' work
- Provide clerical/administrative support e.g. photocopying, filing etc.
- Supervise pupils when travelling to PE activities
- Accompany pupils who may be ill or injured to the medical room Support of the School
- Be aware of, and comply with, school policies and procedures e.g. safeguarding, health and safety, confidentiality and physical intervention
- Contribute, in whatever ways possible, to the overall ethos, aims and work of the school
- Contribute to the Co-Curricular Programme
- Appreciate and support the role of other professionals
- Attend all relevant meetings as required
- Participate in training, other learning activities and professional development as required
- Assist with the supervision of pupils out of lesson times, including break times
- Accompany teaching staff and pupils on visits, trips and out-of-school activities, as required, and take responsibility for a group, under the supervision of the teacher
- Undertake any other duties that the teacher may reasonably direct All staff are expected to:
- Be aware of and committed to the ethos and values of AHS
- Take an active role in the development and implementation of school policies and in the whole life of the school
- Ensure that there are equal opportunities for all
- Follow school procedures as outlined in the staff handbook

Intervention TAs in this role may also undertake some or all of the following:

- Record basic pupil data
- Support children's learning through play
- Assist with break-time/lunchtime supervision including facilitating games and activities
- Assist with escorting pupils on educational visits
- Support pupils in using basic ICT



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- Invigilate tests
- Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence

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- Adhere to school policies and procedures relating to safeguarding, particularly the Child Protection Policy, Safeguarding Policy. Supporting Children with Medical Needs Policy, Health and Safety Policy and the School Positive Behaviour Policy
- When teaching whole classes, if available deploy teaching assistants and learning support assistants confidently and effectively to best support the academic and behavioural needs of pupils in the class or group
- Attend all briefings, focus meetings and training days, along with sharing good practice.

Person Specification Essential

- At least NVQ level 3 or recognised HLTA qualification
- Experience of delivery support to SEN and/or G&T pupils
- A passion for learning and teaching
- Commitment to the ethos of the school
- Working knowledge of the National Curriculum
- Understanding of Safeguarding and Child Protection protocols
- Strong interpersonal, written and oral communication skills with the ability to deal confidently with a range of people including staff, parents and pupils
- Commitment to professional development
- Comfortable working as part of a team
- Strong IT skills
- An ability to relate well to children and develop effective, professional working relationships with adults
- Passion, resilience, integrity and optimism
- Approachable and empathetic to the needs of others
- Enthusiasm and an ability to use own initiative
- Ability to prioritise and work flexibly as workload requires, and a willingness to take ownership of tasks
- Attention to detail and ability to actively question and clarify information
- A role model who demonstrates professionalism at all times
- Ability to work under pressure and meet deadlines
- A keen sense of humour and a positive 'can do' attitude
- Able and willing to undertake additional duties as part of the whole school team
- A belief in the unlimited potential of every pupil



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Desirable

- Experience of working with pupils in an independent school
- Willingness to take on extra responsibilities
- The salary for this role will be competitive, dependent on qualifications, skills and experience
- Free lunch in the Dining Room during term time
- Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate.

Continuing Professional Development – Personal:

1. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available – particularly that concerned with the provision for Gifted and Talented pupils.

Professional Standards

The Intervention TA will be expected to:

- Uphold the ethos and expectations of the school community
- Treat all members of the school community with respect and consideration
- Treat all pupils fairly, consistently and without prejudice
- Set a good example to the pupils in terms of appropriate dress, punctuality and attendance
- Participate fully in the school's extracurricular programme
- Take responsibility for personal professional development within the school's CPD programme
- Attend all departmental and staff meetings as required
- Attend Parents' Evenings
- Contribute fully to the SEF and the 3-year plan



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- Undertake any other duties that may be reasonably assigned by the Head

This job description will be reviewed periodically 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.

Terms and Conditions • Part-time, 3 days a week, term time only

Normal hours of work: 8.15am – 4.30pm, Monday to Friday, days to be discussed in interview