MYTON SCHOOL

JOB DESCRIPTION

Teaching Assistant (TA2)

Name:

Post Title: Teaching Assistant SEND Learning Needs: General Support

Reporting to: Assistant Head/SENCo and Assistant SENCo

1. Job Summary / scope / purpose

- Support primarily for students with any of the four category of learning needs;

- The principle responsibility of the role is to provide specific one-to-one & group support to students with learning barriers that require more specialist intervention (all curriculum subject areas);

- The general responsibility is, under the teacher's guidance, to support the educational, personal, and social development of students with special needs, literacy, numeracy, temporary or permanent disabilities, access or mobility needs, and establish positive relations with students;

- Support the Assistant Head & SENCo / Assistant SENCo, and the aims and ethos of the school;

- Establish positive relations with students and parents/carers to assist student progress and attainment and support the ethos of the school.

2. Key Responsibilities

Support for General SEN & Disability Learning Needs

- Provide support for individual students inside and outside the classroom to enable them to fully participate in activities;

- Assist in the educational, social and emotional development of students under the direction and guidance of the Assistant Head/SENCo; Assistant SENCO and class teachers;

- Implement structured learning activities and assist individual/groups of students to complete tasks;

- Plan, deliver and assess individual/small group work with students in the classroom or The LINC;

- Develop positive relationships with students and staff to assist student progress and attainment;

- Assist in devising students' individual targets and their monitoring and review;

- Be assigned as a key-worker for monitoring the progress of students with learning needs / updating pupil profiles;

- Assist in the development of varying skills that support students learning

- Provide support for individual students inside and outside the classroom to enable them to fully participate in activities.

3. General Responsibilities

3.1 Support for the Teacher

- Assist in the monitoring/recording of students' progress, problems and development needs;

- Assist in the production of teaching aids / tool box aids for students;

- Assist in student supervision within the classroom;

- Undertake classroom administrative tasks including class lists, student records;

- Provide information to the class teacher to assist in the planning of work programmes;

- Liaise with the Student Welfare Manager in respect of student absence;
- Assist with arrangements for learning outside of the classroom;
- Monitoring the impact of SEND interventions;
- Administer routine tests and assist as a scribe/reader in the invigilation of exams.

3.2 Support for the School

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

3.3 Support for the Curriculum

- Assist in the delivery of appropriate programmes of work
- Support the use of ICT in learning activities.

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

4. Responsibility for Staff

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

5. Level of Supervision

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

6. 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 2 (Scale points 5-9 on the NJC pay spine for Support Staff)
Salary range	• The full-time equivalent salary is £18,795 - £20,344 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 £14,573 - £15,774 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 33.5 hours a week over 5 days per week.
	• 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 (except for Wednesdays 4.15pm finish for staff meeting) 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 students (Duties)	• As part of your responsibilities you may be included on the rota for lunchtime supervision and break-time duty as part of your contractual working hours.
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 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, Statements/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 postcards, positive phone calls home and rewards whenever possible.

Ways of working in the classroom.

The SEND students remain the responsibility of the class teacher however there needs to be communication 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;
- 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.