

Advanced Teaching Assistant

PERSON SPECIFICATION

Experience and Education:

- Relevant experience of working with SEND children or qualification/s
- Experience of working at an intermediate or entry level – working in classrooms, supporting learning, teaching and the progress of targeted students
- Degree in English or Science is desirable for this post
- Excellent literacy, numeracy and ICT skills
- A willingness to undertake specific training in working with pupils with specific identified needs
- To have developed a skill specialism within one of the SEND criteria

Skills and abilities:

Evidence of the ability to:

- Be a constructive and flexible member of the team
- Communicate effectively with individuals and groups of students, teachers, parents and other members of staff
- Establish and maintain effective working relationships with teachers and other members of staff
- Accept guidance and direction from teachers
- Keep written records and support the development of student's literacy and numeracy skills with confidence
- Develop programmes of learning designed to enable students to accelerate their progress in literacy and numeracy
- To show initiative and facilitate extra-curricular activities and to co-ordinate student support
- Motivate young people
- To be able to deliver training to members of staff

Knowledge & Understanding of:

- The SEND Code of Practice and how TAs can support the progress of students with a variety learning needs
- How students learn and the various factors which impact on their learning
- Inclusive practices in education
- The need for confidentiality

Other specific requirements:

- Commitment to the safeguarding of children and an understanding of policy and practice in this area
- The ability to be flexible in relation to working hours as required
- A knowledge of working practice in the education sector and/or schools

- Excellent records of attendance and punctuality
- A willingness to undertake specific training in working with students to develop expertise and specialist skills in at least two areas, as agreed with the SENDCO:
 - Support for bilingual/multilingual students
 - Support for students with communication and interaction difficulties
 - Support for students with cognition and learning difficulties
 - Support for students with social, emotional and mental health difficulties
 - Support for students with sensory and physical impairment
 - Support for students in developing their literacy skills
 - Support for students in developing their numeracy skills
- To adhere to the existing school working practices, methods, procedures, attend regular meetings, undertake relevant training and development activities and to respond positively to new and alternative systems.

THE POST IS SUBJECT TO AN ENHANCED DISCLOSURE AND THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED AND WILL BE SUBJECT TO RECHECKING AS APPROPRIATE

JOB DESCRIPTION



Post Title:	Advanced Teaching Assistant
Purpose:	To support learning, teaching and the progress of targeted students across the Lower School, the Upper School and the Sixth Form To lead and support the work of a team of learning support staff as directed by the SENDCO. The post holder will liaise closely with teaching staff and visiting Specialist Teachers.
Reporting to:	SENDCO/ DSENCO or appropriate manager as directed
Resources responsible for:	None
Working Time:	Full Time, Term Time Only, 35 hours per week;
Scale/Grade	Support Staff Pay Scale 4

Generic Duties

1. To support the school's aims and ethos.
2. To know, actively support and comply with all the school's policies and procedures e.g. Health & Safety, Equal Opportunities, Child Protection and Behaviour.
3. To attend daily morning briefings and duties within the Learning Support Area as required
4. To support targeted students, as timetabled by the SENDCO or the Deputy SENDCO, in accessing the full curriculum, at the same time promoting independent learning
5. To work with individual students and groups, under the direction of the class teacher, introducing tasks, monitoring student work and using a range of strategies to support learning and progress.
6. To contribute to records of students' progress and achievement, as agreed with the class teacher and line manager.
7. To review a caseload of K students on the SEND register as directed by Inclusion Managers
8. To deliver targeted interventions or support programmes to students on a one to one basis or in small groups as directed by the SENDCO or Deputy SENDCO
9. To assist with ensuring the learning spaces within the LSA contain stimulating and engaging learning resources and display
10. To contribute to the class teacher's planning for individuals and groups through regular meetings during contracted hours to discuss student progress and to plan and review support.
11. To provide practical support to the class teacher in maintaining a purposeful, orderly and supportive environment for learning.
12. To use a range of support methods and resources, including ICT, appropriate to the needs of individuals and groups, as directed by the class teacher and line manager.
13. To support the organisation of the learning environment, including the production, maintenance and storage of resources and display
14. To facilitate at least 3 hours of extra-curricular activity per week, for students, as directed by the

**OUR
VALUES**

**DETERMINATION
ADAPTABILITY
CURIOSITY
RESPECT**

line manager

15. To attend formal meetings during contracted hours to discuss student progress with parents and other professionals as part of the relevant staff group.
16. To undertake supervision of playground activities, and duties, as directed by the Headteacher
17. To undertake care tasks, where agreed, related to student's physical welfare in accordance with LA guidance and procedures.
18. To attend and actively participate in training programmes
19. To accompany students and teachers on educational visits and trips during contracted hours.
20. To undertake other relevant and appropriate training during contracted hours, as identified with the line manager during staff appraisal.
21. To undertake other similar duties commensurate with the grade provided such duties are within the competence of the post holder.

Level specific Duties

22. Lead inductions for new staff in the Learning Support Area.
23. To work with individual students and groups of students referred to the Learning Support Area for transition into mainstream lessons, for further assessment, or as part of school admissions procedures
24. To undertake training in supporting students in a specialist area of learning need, eg SPLD, or SALT, and to support teachers and TAs in working with students with these needs.
25. To share skills with less experienced colleagues and trainees on work placements, modelling good practice and providing simple demonstrations.
26. To provide individual support and feedback to newly recruited teaching assistants and to colleagues on training programmes, acting as a mentor if required.
27. To support the Y11 pastoral team and Inclusion Managers with the transition of SEND students into KS5
28. To support and liaise with department leads of core subjects to arrange interventions/support for EHCP students
29. To support with the planning and delivery of interventions for EHCP students.
30. To support the teaching of whole school literacy and numeracy strategies to help students improve their literacy and numeracy skills
31. To draw on specialist skills and knowledge to respond effectively to students with additional educational needs.

Other Specific Duties

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

The post holder will be required to demonstrate a continual positive commitment to the school's policies including those relating to safeguarding children, health & safety, and equal opportunities.

This job description is current at the date shown, but in consultation with you, may be changed by the head teacher to reflect or anticipate changes to the job commensurate with the grade and job title.