

JOB DESCRIPTION

JOB TITLE: Teaching Assistant (Grade JG5)

1. JOB PURPOSE:

- To promote the aims values and ethos of the school.
- In collaboration with class teachers and other support staff, the post holder supports, plans, prepares and delivers elements of learning to learners on a one to one, small group and whole class.

2. RESPONSIBILITIES AND ACCOUNTABILITIES:

Note: The following is a comprehensive but not exhaustive listing of duties and responsibilities which could be undertaken by a Teaching Assistant.

- i) Support learning, (using specific area/s of expertise), for a variety of individuals or groups of learners as directed by the class teachers, jointly planned with the TA. Activity takes place within or outside the classroom.
- ii) Prepare in collaboration with the designated team, differentiated materials for specified areas in line with plans and Schemes of Work based on team resources.
- iii) Contribute to the planning, monitoring and assessment cycle for age range/s. Provides systematic assessment feedback to the class teachers. Keeps clear and concise records. Assists and contributes to plans and key documentation for individual learners or groups of learners.
- iv) Involvement in liaison with appropriate external agencies and parents and carers as required.
- v) Deliver elements of lessons planned by or with a teacher to a class or group.
- vi) Whole class cover provided on a casual (un-timetabled) basis to maintain safe classroom practice when a teacher has to unavoidably leave the classroom, under abnormal circumstances.
- vii) Attending to personal needs and individual therapy programmes of individual learners, integrating these into their curriculum.
- viii) Carry out such other duties as are required and as are commensurate with the grade of the post.

Support for the school:

- (i) *Develop and maintain working relationships with other professionals*

Work effectively with teachers, support staff and other professionals, applying own strengths and expertise to contribute positively to the overall aims and objectives of the school. Provide effective support for all other members of school staff by sharing own knowledge and expertise in a professional and constructive manner.

Take an active role in supporting and developing a culture of team working for the benefit of learners, both individually and collectively, contributing to the development of policies and procedures related to classroom management.

Participate in staff, team and planning meetings.

Participate in joint short-term planning with Learning Support Assistants, Teaching Assistants and Teaching staff, take responsibility for preparation of differentiated resource materials in order to meet the needs of individual or groups of learners.

Use initiative to most appropriately support learners and colleagues in classroom context and beyond. Class teachers will provide support and guidance on a formal and informal basis but the post holder is expected to operate independently within the agreed framework. Apply professional judgment in relation to a learners curriculum. School policies and referral procedures must be followed, particularly regarding safeguarding.

(ii) *Contribute to the management of learners behaviour and safety*

Contribute to the development and maintenance of school policies which encourage and model expected behaviour and implement agreed positive behaviour support strategies within the classroom.

Be aware of the schools safeguarding policy and procedure and ensure at all times that the duties of the post are carried out in accordance with the policy.

Ensure compliance with all Health and Safety legislation and associated codes of practice and authority policies.

(iii) *Review and Develop own professional practice*

Develop and maintain effectiveness as a member of the school staff by taking responsibility for own continuing professional development. Demonstrate a willingness to engage with further training and other opportunities to gain appropriate skills, knowledge and vocational or academic qualifications.

3. SPECIAL NOTES OR CONDITIONS:

The post holder is subject to the provisions of all safeguarding legislation, and the Authority's policies governing staff who work with children and vulnerable adults

Contacts: Learners and staff within the school, parents, carers and external agencies.

4. QUALIFICATIONS AND EXPERIENCE:

(Note: the following list offers general guidance on appropriate qualifications but this should be amended in accordance with the needs of the specific post)

Area	Essential	Desirable
Education	Maths and English GCSE Grade A* - C or equivalent qualifications.	Working towards NVQ/VRQ level 3 teaching assistant qualification or equivalent
Experience	Experience of working as a Learning Support Assistant within a Special school.	Experience of working with students of Primary or Secondary age within other appropriate contexts.

IT skills	Competent ICT skills required for the role.	
Safeguarding	Demonstrate sound knowledge and understanding of: <ul style="list-style-type: none"> • The Schools safeguarding practice and procedures • Individual responsibility for promoting and safeguarding the welfare of all learners • Complete all relevant training needs • A satisfactory DBS Disclosure check and a DBS Barred List Check 	
Qualities	Excellent and effective communication skills. Ability to work flexibly within a team and motivate learners. Demonstrate a professional attitude. Ability to work effectively with a wide range of people across the school, families and other professionals. Reliability, motivation and resilience under pressure. Attendance at directed times.	A specific area of curriculum/ pastoral expertise which they are prepared to further develop within the post. Specific skills relating to the job description Occasional attendance at events beyond school hours, by agreement.

5. SUPERVISORY RESPONSIBILITY:

The post holder does not have supervisory responsibilities for other staff but may provide informal supervision and support, where appropriate, to LSAs or new TAs.

6. SUPERVISION RECEIVED:

Works within a framework as directed by senior colleagues. Takes some responsibility for planning and delivering within this framework. Ongoing dialogue with class teachers, with timetabled meetings and performance review.

RECEIVED:

DATED:

Date last modified: October 2023