



Job title: Teaching Assistant	Status: Permanent
Team: Learning Support	Reports to: SENCO
	Direct reports: None
Department: SEND	Departmental budget holder: N/A

Position context:

Our purpose: To inspire our family of schools to provide opportunities for our pupils, staff and leaders to be the best they can be; to create a passion for lifelong learning; to enable our pupils to become confident and impactful world citizens.

Position purpose:

The Teaching Assistant is part of a team of practitioners responsible for the education and care of our pupils.

The Teacher and the Teaching Assistant work as a team - being 'partners' in supporting the pupils' access to learning and the whole curriculum (including the National Curriculum) and their independence as a learner.

The Teaching Assistant works under the direction and control of the Principal and the relevant HODs/SENCO/class teacher and should expect to work independently with minimal supervision by a teacher. They may be required to manage groups or individuals from a class without the presence of the class teacher and to use their own initiative to plan, organise and manage activities and tasks, which reflect their specific curriculum expertise, knowledge and understanding

Position accountabilities:

Accountability	Key activities
Strategy	<ul style="list-style-type: none">○ Is aware of and understands the ELAT Vision, Mission and Values○ Will make a positive contribution to the teaching and learning programme in accordance with the ethos, aims and objectives of the School.
Planning	<ul style="list-style-type: none">○ Plan, organise and manage activities and tasks, which reflect specific curriculum expertise, knowledge and understanding.○ Manage groups or individuals from a class without the presence of the class teacher
Delivery	<u>Support for pupils:</u>



Accountability	Key activities
	<ul style="list-style-type: none">○ provide appropriate levels of individual attention, reassurance and help for pupil(s) needs as identified in Individual Education/Healthcare Plans○ support pupil(s) access to the curriculum, their learning in particular lessons and their progress towards specific individual targets○ support pupil(s) access to the curriculum by differentiating instructions and resources○ foster pupil independence through improvement in their knowledge, skills, understanding and behaviour○ provide information, advice, encouragement and direction to pupils about their behaviour within the agreed framework of school and departmental policies on discipline and behaviour○ support behaviour management at the beginning and end of lessons and during lesson transfer○ where necessary and under the direction of the teacher, act as an escort on and off school premises, this may include situations where the teacher is not in the immediate vicinity or immediate sight and in accordance with the School Visits Policy <p><u>Support for the teacher(s):</u></p> <ul style="list-style-type: none">○ prepare materials of the quality and quantity specified by the teacher○ ensure that teachers are aware of the specific learning needs and targets of identified pupils○ help pupils to select equipment and materials relevant to their learning tasks and to use these safely and correctly○ report uncharacteristic behaviour patterns in individual pupils and incidents of inappropriate behaviour to the class teacher○ conduct the start and/or the end of lessons to the plan agreed with the teacher○ in the presence of the teacher, supervise the class whilst the teacher works with specific groups of pupils or individuals○ teach Learning Progress Units (LPUs) to groups of pupils (under the direction of the teacher) <p><u>Support for the school/department:</u></p> <ul style="list-style-type: none">○ attend all and any meetings as appropriate○ support school and national tests and examinations by invigilation and/or acting as a reader or amanuensis as necessary○ support and assist in the administration of NFER and CAT assessments○ contribute effectively to the review of team practice, identifying and sharing information on opportunities for improvement or (subject) weaknesses○ demonstrate a willingness to share information and expertise, which could benefit other team members in their work



Accountability	Key activities
	<ul style="list-style-type: none"> ○ give clear, accurate and complete information to other teaching assistants, teachers, other professionals and the SENCO as needed, to support effective learning ○ actively encourage the development of positive relationships and promote confidence about the care and education of their children during contact and communications with parents, passing on any information given by parents to the appropriate staff member within the school ○ promptly report any difficulties in communicating with parents and carers to the class teacher/SENCO <p><u>Support for the curriculum</u></p> <ul style="list-style-type: none"> ○ agree with the class teacher the curriculum plans and learning programmes and obtain and use equipment and materials appropriate to the learning objectives and pupils' development needs ○ give support as needed to help pupils develop skills in the use of ICT ○ obtain accurate and up-to-date information on pupils' literacy, current reading ability, their writing skills and oracy and language development ○ deploy specific (to be agreed) subject curriculum knowledge, understanding and expertise to support pupil(s) learning ○ agree appropriate learning support strategies with the teacher and obtain the resources needed to implement these strategies ○ promptly inform the teacher when a pupil is experiencing learning difficulties that cannot be resolved ○ respond to pupils' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self-images ○ provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs ○ monitor pupils' response to learning activities and, where necessary, modify or adapt activities to achieve the intended learning outcomes ○ provide an appropriate level of assistance to enable pupils to experience a sense of achievement, maintain self-esteem and self-confidence and encourage self-help skills ○ use appropriate strategies for challenging and motivating pupils to learn
<p>People Management/ Organisational Development</p>	<ul style="list-style-type: none"> ○ To full take part in the Trust's performance management system ○ To maintain required level of C.P.D



Accountability	Key activities
Information Management and Reporting	<ul style="list-style-type: none">○ Support the maintenance of pupil records○ Provide information to support pupil progress including information for pupil records, reports, Individual Education Plans and annual reviews
Data Protection	<ul style="list-style-type: none">○ All staff have a responsibility under the 2018 (GDPR) Data Protection Act to ensure that their activities comply with the Data Protection Principles. Staff should not disclose personal data outside the Trust's procedures, or use personal data held on others for their own purposes.
Health and Safety	<ul style="list-style-type: none">○ Hold responsibility to avoid action that could threaten the health or safety of themselves, other employees, customers or members of the public.
Good Citizenship	<ul style="list-style-type: none">○ Holds personal accountability in ensuring continual focus on enhancing the staff and pupil experience through actions, words and behaviour. Our pupils are the most important members of our institution and must be treated as such

Key Stakeholders:

Internal: Pupils, Teacher, SEND Team

External: Parents, Carers and appropriate agencies

Knowledge, skill and experience requirements

Essential:

Effective communication

Ability to adapt or modify interactions to meet pupil needs

Ability to summarise and present information from observations of pupil performance

Effective time management, planning and collaboration

Ability to provide a structured activity within a group setting

Group dynamics and how to apply them

Ability to apply a structured activity within a group setting

Obtain and interpret information on pupils' literacy/numeracy skills, individual learning targets and specific support needs



Desirable:

Ability to recognise the range and implications of factors that impact pupil behaviour

An understanding of the behaviour patterns that might indicate problems such as substance abuse, bullying or child abuse

Minimum three years working as a Teaching Assistant and N/SVQ Level 3 in Teaching/Classroom Assistance or equivalent qualification and assessed as competent to progress to Grade 3

Relevant GCSE, 'A' level or graduate qualifications or equivalent

Key behaviours:

- Demonstrate and role model Trust values which are:
 - *Passion*
 - *Respect*
 - *Inclusion*
 - *Challenge*
 - *Openness*