

Job Description

Date last reviewed – Sept 2022

Position: Teaching Assistant
Grade: NJC 4-5 (SCP 5-8)
WSSC JDQ: SCHG27d
Hours: 35 hours per week plus an unpaid lunch break
Monday to Friday 8.45am to 4.00pm (5.00pm on Tuesdays)
Term time only plus 5 inset days per year
In some circumstances, these hours and days of work can be reduced / varied by agreement with the Headteacher and Governing Body, if the needs of the pupils and school can still be met.

General Details:

The details of your general duties are set out in this job description but actual duties will vary in accordance with the age and needs of the pupils.

The days of work through the year are to be agreed with the Headteacher / Governing Body.

It is expected that you will adhere to professional standards and school policy and procedures at all times.

Relationships:

The post holder is directly accountable to the Class Teacher (or HLTA/Associate Teacher)

The post holder will usually work in a class team alongside other support staff and be a role model for them.

The post holder may have responsibility for supporting more junior staff or volunteers in the classroom

The post holder will have indirect accountability to the Lead, Assistant, Deputy and Head Teachers.

Job Purpose:

Working under the direction of the class teacher or an HLTA/associate teacher and under the guidance of teaching/senior staff, and within an agreed system of supervision:

To provide educational and personal support to children with learning, social and communication, physical, medical, sensory and/or behavioural difficulties and needs, both in and out of school within the school day.

To implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources

To supervise whole classes occasionally during the short-term absence of teachers.

This description is not exhaustive. It is intended to give a general outline of the current duties and responsibilities and will be reviewed periodically with your line manager.

Tasks and Accountabilities:

Support learners development

To support in all areas of learning, social and emotional and physical development

To be proactive in creating learning opportunities for all learners.

To promote independence, self-esteem and confidence.

Contribute to positive relationships

To role model team work, support for colleagues, promote good relationships and act in a professional manner at all times.

To be positive and encouraging at all times.

To follow the lead and direction of the class teacher or HLTA.

Provide appropriate guidance and supervision and assist in the training and development of staff teams.

Support the use of information and communication technology for teaching and learning

To be trained in, support and sustain the use of information and communication technology to support the development of learners.

To use SIMS, Proloquo, AAC devices, Communicate in print, See saw and any other devices or programmes to support the teacher and the learners.

Observe and report on pupil performance

To annotate work using agreed marking codes and report children's learning to teachers.

To update next steps, reward programmes, behaviour programmes in line with the class needs.

To be proactive in enhancing and supporting learner progress.

To supervise learners in groups or 1;1 when off site for educational visits.

Support learners with Physical, Medical and behavioural needs.

Be aware of agreed behaviour plans, PHPs, Moving and Handling, Intimate care plans and medical procedures.

Contribute to behaviour plans, PHPs, Moving and Handling Intimate care plans and medical procedures as requested by the class lead.

Record, annotate, document information for school records (ABC's, Sims, accident forms, medical records etc).

With training, be able to administer medication, provide support for eating and drinking programmes, toilet and change pupils, hoist and physically assist children in the correct manner

Work with young people to safeguard their welfare

Be aware of safeguarding procedures.

Be prepared to listen and report.

Be mindful of indicative changes in pupil's appearance, behaviour or demeanour.

Support positive communication between home and school

Communicate information in a positive and professional manner.

Be aware of family sensitivities.

Flag up any concerns or new information to the class team including the teacher before communicating or replying.

Ensure the working environment is safe and appropriate

Regularly check health and safety in the classroom and around the school.

Report any concerns which may be a risk.

Assist with classroom environment, displays, tidiness, classroom organisation.

Supervise at break and lunchtimes and ensure the playground is safe and tidy.

Other Duties:

Participating in after school events where relevant.

The post holder will be expected to undertake other duties, commensurate with the post, which your direct line managers or members of the Leadership Team may reasonably and occasionally require.

Voluntary Tasks:

- Voluntary tasks such as attending overnight on class residential trips
- Voluntary Minibus Driving

Explanatory Notes:

Woodlands Meed School offers all staff Professional Development Reviews with an agreed line manager. The main aim of this is to identify areas of success and for professional development / individual training needs. These PDRs will be scheduled annually as a minimum requirement, but ideally there should be a termly meeting and regular informal discussion.

This job description and allocation of particular responsibilities may be reviewed and amended following consultation. Such a review will take place as part of the Professional Development Review cycle and at any other time on request.

Agreed Job Description:

Signed: _____ Date: _____

Signed: *Headteacher* Date: _____

Signed: *Agreed Reviewer on appointment* Date: _____

*Agreed Reviewer may be changed at a later date

Person Specification for Grade 5 TA at Woodlands Meed

	Essential	Desirable	How tested
<u>Qualifications</u>			
Full NVQ 2 or above Teaching Assistant qualification (or equivalent qualification in a directly relevant area) or relevant experience enabling the staff member to work at this level	X		Application/ CPD Record
Training relevant to education, e.g. literacy dyslexia, ICT, maths, attachment etc.		X	Application and CPD record
Appropriate first aid training		X	Application and CPD record
<u>Experience</u>			
Working with or caring for children of relevant age	X		Application /interview
Experience of working with children and young people aged 2-19 with special educational needs		X	
Experience of working with children and young people aged 2-19 with special educational needs in a special school setting		X	Application /interview
<u>Skills and Qualities</u>			
Ability to relate well to children and adults	X		Application /interview
Evidence of good oral and written communication skills	X		Application /interview
Evidence of a good level of numeracy	X		Application /interview
Good organisational skills	X		Application /interview
Good general IT skills	X		Application /interview
Basic understanding of child development and learning	X		Application /interview
Ability to work proactively	X		Application /interview
Ability to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	X		Application /interview
Ability to self-evaluate learning needs and actively seek learning opportunities	X		Application /interview
An awareness of the value of equality and diversity and be able to demonstrate a commitment to working in a non-discriminatory manner	X		Application /interview
Voluntary Ability to drive a minibus or willingness to learn (if over 25) T	NOT USED TO SHORTLIST		
Ability to safeguard and promote the welfare of children including: <ul style="list-style-type: none"> Ability to form and maintain relationships and personal boundaries. Emotional resilience in working with challenging behaviour or difficult situations requiring tact and confidentiality. Appropriate attitudes to care, use of authority and maintaining good pupil behaviour. 	X		Application /interview