



## ***Teaching Assistant***

***Salary to be confirmed based on experience and skill set***

***Monday - Friday, 8am - 4pm***

Job Description
<b>Role and Responsibilities</b> <ul style="list-style-type: none"><li>• Delivery of specific intervention sessions for students, that will need to include detailed assessment, considered preparation of resources, accurate record keeping, and passionate delivery.</li><li>• In class support, to guide, motivate, scaffold and support students towards success within their lessons.</li><li>• Work with teachers and colleagues to deliver a comprehensive package of support across the school.</li><li>• Specific roles to be assigned within the department, such as intervention leadership, access arrangements support, transition support, or specialism within a SEND area.</li><li>• To monitor and evaluate student progress and use department and school systems to report back.</li></ul>
<b>Qualifications, Education Requirements and Skills</b>
Professional levels of literacy, numeracy and ICT skills.
A passionate belief in Inclusive Education
Good listening skills, and the ability to communicate
General understanding of the importance of relationships and enjoy working with students with diverse needs.
Ability to self-evaluate learning needs and actively seek learning opportunities
Ability to relate well to children and adults, and show emotional awareness and resilience in the face of challenges.
Work constructively as part of a teaching team, understanding classroom roles and responsibilities and your own position within these
An ability to show initiative, to be highly productive and hard working.
Work constructively as part of the Inclusion team.
Understanding of principles of child development and learning processes and in particular, barriers to learning.



### 1a. SUPPORT FOR SEN STUDENTS - LEARNING

<b>Establish productive working relationships with pupils, acting as a role model and setting high expectations:</b>
Dress in a professional manner
Arrive to work and lessons on time
Use appropriate language at all times
Observe all school protocols for staff
Encourage a 'Can do' attitude and support the schools key achievement values.
Use positive communication to engage students
<b>Promote the inclusion and acceptance of all pupils within the classroom:</b>
Treat all pupils equally and positively
Challenge racist, sexist, homophobic or any other views inconsistent with the principles of Inclusion
Support pupils consistently whilst recognising and responding to their individual needs
Encourage pupils to interact and work cooperatively with others and engage all pupils in activities
<b>Provide feedback to pupils in relation to progress and achievement</b>
Talk to pupils about the NC Level/GCSE grade they are currently working at and what they need to do to make further progress
Update individual profiles in the light of new assessment information from reviews or other professional assessments.

### 1b. SUPPORT FOR SEN STUDENTS – PASTORAL

<b>Provide pastoral support to pupils</b>
Attend tutor time and assembly time as necessary
Check students' planners daily and respond to any issues reported by parents and talk to the students about HW issues.
If directed to - work with students who are following an individual timetable. Use appropriate strategies to motivate and engage these pupils
Complete detailed feedback for reviews using specific and appropriate language to describe students' progress and students' barriers to learning.
Know who to direct pupils to if they need help and advice beyond your own expertise
Know how to print out attendance and behaviour records and use these to inform discussions with pupils
Undertake the role of 'Key Worker' for named students. See below*



## 2a SUPPORT FOR THE TEACHER – LEARNING

Organise and manage appropriate learning environment and resources
Within an agreed system of supervision, adjust lessons/work plans as appropriate
Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against predetermined learning objectives
Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
Work within an established behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence
Supporting the role of parents in pupils' learning and contributing to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
Administer and assess/mark tests and invigilate exams/tests

## 2b SUPPORT FOR TEACHERS – PASTORAL

Support pupils' access to learning using appropriate strategies, resources etc.
Work with other staff in planning, evaluating and adjusting learning activities as appropriate
Provide objective and accurate feedback and reports as required, to other staff on pupils achievement, progress and other matters, ensuring the availability of appropriate evidence
Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested
Assist in the development and implementation of appropriate behaviour management strategies
Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
Clerical/admin support e.g. dealing with correspondence, compilation/ analysis/reporting on attendance, exclusions etc., making phone calls etc.

## 3. SUPPORT FOR THE CURRICULUM – LEARNING & PASTORAL

Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
Implement local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
Help pupils to access learning activities through specialist support
Select and prepare resources necessary to lead learning activities, taking account of pupils' Interests, language and cultural backgrounds



#### 4. SUPPORT FOR THE SCHOOL – LEARNING & PASTORAL

Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
Contribute to the overall ethos/work/aims of the school
Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
Attend and participate in regular meetings
Participate in training and other learning activities as required
Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
Support out of school learning activities within guidelines established by the school

#### 5. KEY WORKER ROLE

Attending and hosting parent reviews and contributing to annual reviews
Completing reports/progress checks for SEND register or EHCP's.
Speaking to parents/carers in person or on the phone
Daily meeting and check ins with students.
Communicating with parents/carers via the planner or a contact book
Liaising with subject teachers
Liaising with other professionals e.g. Educational Psychologist
Writing student profiles and attaching them to Edukey
Attending academic mentoring meetings with the student and their tutor
Providing targeted support to enable the student to actively participate in the tutorial programme
1:1 mentoring including setting and reviewing targets

Signed .....

Date .....