

## Job Description

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| <b>Job-title:</b>      | Teaching Assistant                              |
| <b>Grading/Salary:</b> | Grade 3, Scale Points 4-6                       |
| <b>Hours:</b>          | 30 hours per week; 39 weeks per year            |
| <b>Accountable to:</b> | Principal through Assistant Headteacher (SENCO) |

*Stowupland High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.*

### PROFESSIONAL DUTIES

All staff employed at Stowupland are required to support the culture and ethos of the school as directed by the Principal.

All staff, including the Teaching Assistant are expected to accept, abide by, and promote the professional expectations and procedures as outlined in the Staff Handbook, and are expected to adhere to, and actively support, all school policies.

### CORE PURPOSE

- To work with teaching staff to raise the learning and attainment of learners.
- To provide deliver intervention sessions in line with learners Education Health and Care Plans or in response to identified needs.
- To promote learners' independence, self-esteem and social inclusion
- To provide support to learners, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement

**Note:** This job description outlines the main accountabilities relating to the post but may not describe in detail all the tasks required to carry them out. It will be reviewed annually and may be amended, after consultation, to reflect the changing needs of the school.

## PRINCIPAL RESPONSIBILITIES AND TASKS

### *Support for Learners (under the teacher's direction)*

- To use a wide range of opportunities to develop learners' language, literacy, numeracy and related skills;
- To use own specialism / expertise to support specific learners;
- To work with learners, either one-to-one or in small groups, some of whom may have Special Educational Needs;
- To mark learners' work, as appropriate, maintaining basic records;
- To clarify and explain instructions;
- To motivate and encourage learners, as required;
- To help learners to concentrate on and finish work set, whilst encouraging independence;
- To develop methods of promoting / reinforcing learners' self-esteem;
- To support learners with aspects of behaviour, using effective behaviour management strategies consistently in line with the school's policy and procedure;
- To look after sick / upset learners as appropriate;
- To undertake basic first aid and administer medication in accordance with relevant school policy and procedure;
- To support learning and development by accompanying and working with learners outside the classroom on trips, visits and other activities.

### *Support for Teachers*

- To liaise with teaching staff to ensure clear understanding of tasks and responsibilities and how these will be operated in practice to promote the best outcomes for learners;
- To maintain a purposeful, orderly and supportive environment for learning;
- To assist teaching staff in supporting learners, enabling access to the curriculum;
- To assist teaching staff in the preparation of resources and displays;
- To support and assist teaching staff in maintaining good order and discipline in the classroom and around the school, by actively engaging with learners to positively promote and enforce the school's behaviour policy;
- To observe learning and support this learning in the light of observations;
- To monitor learners' performance, providing regular feedback to teaching staff;
- To act on teaching staff assessments to carry out further support work with learners;
- To maintain records of learner needs and progress;
- To assist teaching staff to ensure that aims and objectives of the school are achieved;
- To supervise learners around the school site and premises as required as part of the school's agreed duty rota;

### *Professional Development and Team Working*

- To participate in the Trust's Appraisal process
- To keep up-to-date with Trust / school policies and procedures;
- To liaise, advise and consult with other members of the staff team, supporting learners when asked to do so;
- To participate in training and other learning activities and professional development as required;
- To undertake tasks to support the curriculum and assist with events organised as part of the curriculum;
- To attend and contribute to SEN and appropriate review meetings, if required by teaching staff, the

SENDCo and/or Principal and where appropriate, disseminate information to other Teaching Assistants.

#### *Other*

- To actively contribute to and promote the overall ethos and values of the school and the wider Trust;
- To implement all agreed Trust and school policies;
- To promote the safety and well-being of pupils and inform the Subject Leader, Key Stage Leader, SLT member or Safeguarding designate of any concern, which may affect Health & Safety of the school population;
- To maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with learners, parents, staff colleagues, external agencies and other visitors to the school or wider Trust;
- To maintain absolute confidentiality and exercise discretion with regard to staff / learner information and the Trust or school's business at all times;

To act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

#### **General**

- Take part in the school's performance management system.
- Attend meetings on a regular basis.
- Attend occasional open evenings and other school events as required.
- Flexibility with the working hours. The post will require some early starts and some late finishes.
- Enhanced DBS Check.
- Strong commitment to furthering equalities in both service delivery and employment practice.
- You must promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.

The duties and responsibilities of this post may vary from time to time and post holders may be expected to undertake other duties of a similar level / nature which is considered appropriate to the level of this post.

#### **ADDITIONAL DUTIES**

All duties will be carried out within the schools recognised procedures or guidelines, and may include ad hoc duties, which require some initiative. You will make day-to-day decisions about your own workload, within a clear framework. There will be some need to interpret information or situations and to solve straightforward problems. There may be some need to use analytical, judgemental, creative and development skills. You may oversee the work of others. Problems will be referred to your line manager, who will be available for direction and guidance.

## PERSON SPECIFICATION

|                      | ESSENTIAL   | DESIRABLE  |
|----------------------|---|--|
| QUALIFICATIONS       | <ul style="list-style-type: none"> <li>GCSEs at grades 9 to 4 (A* to C) including English and Maths</li> </ul>  | <ul style="list-style-type: none"> <li>A-Levels</li> <li>Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or</li> </ul>  |
|                      |   | <p>other relevant qualification in nursery work or childcare (or willingness to work towards a qualification if not already held)</p> <ul style="list-style-type: none"> <li>First Aid qualification (or willingness to undertake relevant training)</li> </ul>        |
| EXPERIENCE           | <ul style="list-style-type: none"> <li>Experience of working with children / pupils</li> </ul>  | <ul style="list-style-type: none"> <li>Experience of delivering intervention sessions to small groups.</li> <li>Experience in working with supporting adolescent mental health to work with identified Social, Emotional &amp; Mental Health interventions.</li> </ul> |
| SKILLS AND KNOWLEDGE | <ul style="list-style-type: none"> <li>Good literacy and numeracy skills</li> <li>Good organisational skills</li> <li>Ability to build effective working relationships with learners and adults</li> <li>Skills and expertise in understanding the needs of all learners</li> <li>Knowledge of how to help adapt and deliver support to meet individual needs</li> <li>Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teaching staff and learners</li> <li>Excellent verbal communication skills</li> <li>Active listening skills</li> <li>Ability to remain calm in stressful situations</li> <li>Good ICT skills, particularly using ICT to support learning</li> </ul> <p><i>For Higher Level Teaching Assistants:</i></p> <ul style="list-style-type: none"> <li>Understanding of effective teaching methods</li> <li>Knowledge of how to successfully lead learning activities for a group of learners or a class</li> <li>Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support</li> <li>Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice</li> </ul> | <ul style="list-style-type: none"> <li>Knowledge of guidance and requirements around safeguarding children</li> <li>Understanding of roles and responsibilities within the classroom and whole school context</li> </ul>   |

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| PERSONAL<br>QUALITIES | <ul style="list-style-type: none"> <li>• Sensitivity and understanding, to help build good relationships with learners</li> <li>• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li> <li>• Commitment to maintaining high standards of professional conduct and confidentiality at all times</li> <li>• Commitment to safeguarding learners' wellbeing and equality</li> </ul> |  |
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