JOB PROFILE

Department:	Education
Job title:	Teaching Assistant
Reports to:	Vice Principal

Job Purpose:
To take responsibility for Classroom Assistance in order to help promote effective teaching and learning for pupils. Support and supervise pupils throughout the school day.

Level 1 - Job Description

Key Accountabilities:

- Supporting the Teacher
- Support for Pupils
- Assessment, Monitoring and Evaluation
- Administration and Management of Resources
- Other

Main Duties and Activities

1. **Supporting the Teacher**

- To assist the teacher in the preparation of differentiated lessons and gain familiarity with the work to be covered, design appropriate teaching aides, prepare materials and the classroom to ensure an effective learning environment.
- Create learning materials as agreed with the teacher to ensure maximum access to the lesson material for pupils.
- To provide group and/or individual activities, planned by the teacher, working alongside the teacher according to the published timetable and for specific programmes of support to achieve learning objectives.
- To reinforce and support all aspects of behavioural, social and emotional learning.
- To participate in regular feedback between pupil and teacher.
- To attend and contribute to staff meetings, open evenings and/or consultation evenings as required by the school.

2. **Support and Management of Pupils**

- To support all pupils in their planned work in all curriculum areas, both in small group situations and individually, clarifying and explaining instructions as required to enable them to complete the work to their full ability.
- Work with pupils and assist with their specific areas of learning difficulty in order to encourage independence, maintain personal confidence and enable full potential to be reached ultimately with the minimum of supervision.
- Support and assist pupils advising them on strategies to deal with problems they encounter, seek appropriate professional help when necessary referring to appropriate teaching staff for advice.
- Build positive relationships with pupils and provide an exemplary role model to encourage them to develop good social skills and become as independent as possible.
- To liaise with teachers, care staff, social workers, external professional colleagues and parents creating an effective team sharing knowledge and information to develop knowledge and understanding of the specific needs of the pupil.
- To deal with parents/ carers in cases such as: illness, mishaps, lost property etc.

3. **Assessment, Monitoring and Evaluation**

- Assist the teacher in keeping a record of events and progress, bringing issues of concern to the class teacher to ensure full pupil data is available to inform assessment and future planning.
- To assist in keeping records of pupil progress and report achievement in line with school policy.

4. Administration and Management of Resources

- To provide basic administrative duties such as photocopying, filing, arranging, management of resources, routine marking, display work, record keeping and collation of basic data.
- To assist in the managing of classroom organisation within the framework of the teaching and learning policy with the aim of leading the pupils on a path towards independence and individual responsibility.
- Ensure that displays of pupil's work are of a high standard and refreshed each half term and changed each term.

5. Other

- Promote the welfare of children and young people and at all times and ensure safeguarding policies and procedures are followed.
- To undertake break-time duties and responsibilities.
- To keep records and carry out procedures to satisfy school policies.
- To eat with and supervise pupils in the dining Room.
- To take part in educational visits, camps and school journeys.
- To contribute individual skills in practical, sporting and creative activities.
- When qualified and approved, to drive school vehicles as required.
- To take responsibility for own training and development, attending training courses as appropriate.
- To undertake and other activities reasonably expected on a teaching assistant in a residential special school.

Level 2 – Additional Duties and Responsibilities

- Develops a specialist area of expertise – either working with teachers in a particular curriculum area or delivering specialist support for pupils that demands a high degree of skill and knowledge of their special needs, e.g. maximising opportunities for students with speech and language or autism difficulties.
- Develops expertise and is able to deliver a high degree of technical skill in a specified support area i.e. the use of ICT in the classroom to inform and support teachers and other staff and increase the confidence of others in this area.
- Works independently with larger groups of pupils to deliver a learning programme devised by or with the teacher. In the absence of the teacher will, on occasions, lead the group with the assistance of other support staff.
- Contributes to pupil assessments and interpretation of data to inform future planning with the teacher.
- Work an extended school day, working with target groups of children and delivering after schools activities and learning opportunities should this need arise with and after negotiation.

Qualifications and Training

At this level staff will be expected to have undertaken at least two accredited courses appropriate to supporting pupils in their role.

Level 3 – Additional Duties and Responsibilities

- Ensures thorough induction training for new Teaching Assistants, providing a role model and mentoring to enable good quality training to take place.
- Provides a link and support to a teacher curriculum leader, developing materials and teaching programmes with their guidance and supporting the teaching in the classroom by working with group on particular areas of work.
- Monitor the use of resources and plan purchases to meet the coming needs in the subject or area of specialism.
- Work an extended school day, with target children.

Qualifications and training

Is studying for or has achieved a recognised qualification appropriate to the job, at an advanced level such as:

NVQ3 in Learning Support, Working with Children

At this level some staff may seek to train as a qualified teacher.

Person Specification	
Criteria Assessed by Application Form (A) Interview & Selection Processes (I)	**Essential = E** **Desirable = D**
Qualifications and Training	
• GSCE or equivalent in maths and English (A) • NVQ Level 2 or 3 in Working with Children (A) • Other relevant training eg First Aid, Child Protection, Behaviour Management, Working with children with ASC, Team Teach (A) • Full Clean Driving Licence (A)	E D D D
Knowledge and Experience	
• Working with children (A, I) • Working in an educational setting (A, I) • Working with children with special needs, BESD/ASC (A, I) • Working as part of a team (A, I) • Working with children from a variety of cultural backgrounds (I)	E E D E D
Skills and Abilities	
• Ability to think, write and speak clearly and concisely (A,I) • Ability to communicate well with parents, pupils, care workers, outside agencies (I) • Ability to work collaboratively as part of a team (A,I) • A calm, reassuring and responsive approach (I) • Ability to manage behaviour in the classroom • Ability to organise and prioritise work and resources (I) • Good ICT skills (A,I) • Practical and theoretical knowledge of behaviour management (I)	E E E E E E E D
Personal Attributes	
• Confident and self motivated in exercising appropriate initiative (I) • A positive, flexible and confident attitude to work and problems (I) • A commitment to equality and celebrating diversity (I) • Patience and resilience (I) • Good level of physical fitness and general health (I) • Enthusiasm and drive for working in a BESD school (I) • Ability to take responsibility for own CPD (I) • Good sense of humour (I) • Unlimited empathy for working with children and a commitment to meeting the needs of the children and their families (I)	E E E E E E E E E
Updated: June 2019	