Northumberland County Council

**JOB DESCRIPTION**

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| **Post Title: Teaching Assistant** | |  | | **Office Use** |
| **Band: 4** | | **Workplace: Blyth Training Centre** | | **JE ref: 2444**  **HRMS ref:** |
| **Responsible to: Line Manager** | | **Date: July 2012** | **Manager Level:** |
| **Job Purpose**:  To work under an agreed system of supervision and assist training officers within Blyth Training Centre to address the needs of students who need particular help to overcome barriers to learning. | | | | |
| **Resources** | Staff | None | | |
| Finance | | None | | |
| Physical | | Training Centre and Classroom Resources, Specialist Equipment | | |
| Clients | | Training Officers, Groups of Children, Parents/Carers, Other Professionals | | |
| **Duties and key result areas:**  **Support for Pupils**     1. Use specialist skills, training, or experience to support students learning. 2. Assist with the development and implementation of individual learning plans 3. Provide pastoral support for students 4. Establish productive relationships with students, acting as a role model and responding to the needs of each individual student, acting as a role model   and setting high expectations.   1. To actively promote inclusive practice within the classroom setting to ensure acceptance of all students. 2. Encourage students to interact with one another. 3. Support students consistently whilst recognising and responding to their individual needs. 4. To have challenging expectations that encourages students to act independently and build self esteem. 5. Provide feedback to students in relation to progress, achievement and attendance. 6. Attend to students’ personal needs and provide advice to assist in their social, health and hygiene development. 7. Provide support for students with special educational needs 8. To assist students on arrival and departure from the training centre as required   **Support for the Training Officer and/or Line Manager**    1. Manage liaison with feeder schools and other relevant bodies to gather student information  3. Monitor and evaluate students’ responses to learning activities through observation and planned recording of achievement against agreed,  Pre-determined, learning objectives.    4. Provide the training officer with accurate and objective feedback on student progress and other matters, ensuring the availability of supporting evidence.    5. Manage the maintenance of students’ records and accurately record achievement.    6. Support the training officer in the management of student behaviour.    7. Establish constructive relationships with parents and carers and participate in feedback sessions as directed.  9. Provide administrative support to the Training Officer/Line Manager in the preparation of reports on students with special educational needs including:  ∙        Dealing with correspondence  ∙        Analysis of attendance data  ∙        Compilation of data  ∙        Making telephone calls  **Support for the Curriculum**    1. Implement learning activities to students within an agreed framework of supervision, adjusting activities meet student’s needs    2. Help students access learning activities through specialist support.    3. Advise on appropriate deployment and use of specialist equipment or resources  **Support for the Service**    1. Comply with all service policies relating to:  ∙        Health and Safety  ∙        Equal Opportunities  ∙        Child Protection and Safeguarding  ∙        Confidentiality and data protection.    2.      Work in such as to promote the ethos and vision of the service.    3.      Participate in training and development, and activities that contribute to the management of performance.    4. Assist with the management of students outside the classroom e.g. lunch times and outside the training centre e.g. trips as directed by the training officer  and line manager    5.     Attend and participate in regular meetings    6.     Assist in the development multi agency contacts to support the learning and development of children.    7.      To undertake other duties and responsibilities as required commensurate with the grade of the post.  The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis. | | | | |
| **Work Arrangements** | | | | |
| Transport requirements:  Working patterns:  Working conditions: | | None  Normal Working Hours  Normally indoors | | |

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**PERSON SPECIFICATION**

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| **Post Title:**  **TEACHING ASSISTANT-SEN** | **Director/Service/Sector: Children’s Services** | **Ref:** 2444 | |
| **Essential** | **Desirable** | | **Assess**  **by** |
| **Knowledge and Qualifications** | | | |
| Very good numeracy and literacy skills (level 2)  NVQ 3 for teaching Assistants or equivalent qualifications (NNEB)  Knowledge of KS3 and 4 curriculum and strategies to support learning or equivalent | Emergency First Aid Certificate  Participated in training related to various national strategies e.g. literacy and numeracy | | (a), (i)  (t) |
| **Experience** | | | |
| Working with young people of aged 16 and over with a range of SEN in a education setting  Basic clerical skills  Working with children with additional needs | Experience of supporting students in groups or 1:1    Counselling  Emotional Literacy | | (a), (i) |
| **Skills and competencies** | | | |
| Effective ICT skills and  recent and relevant experience of using ICT in a learning environment   Ability to use other types of learning technology:   * Photocopying * Whiteboards * CD ROM * Video   Understanding of codes of practice and recent relevant education;  Good understanding of the principles of child development and the learning process  Ability to self motivate and motivate others  Can work as a member of a team, understanding their role in the classroom and associated responsibilities. |  | | (a), (r)  (i) |
| **Physical, mental and emotional demands** | | | |
| Emotional Resilience  Ability to work flexibly |  | |  |
| **Other** | | | |
| Willingness to participate in training and personal development |  | |  |

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation,

(o) others e.g. case studies/visits