



Job Description		
<b>Role Title</b>	<b>Typically reports to</b>	
Inclusion Centre Supervisor	Guidance Lead or AHT (Culture, Character & Behaviours)	
<b>JE Code</b>	<b>Grade</b>	<b>Date of profile</b>
	5	31/03/21
<b>Purpose of the role (job statement)</b>		
<p>To work under guidance of middle or senior leadership within the Guidance team, and within an agreed system of supervision, to implement agreed work programmes with students internally excluded from the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve the management/preparation of resources.</p> <p>The primary focus will be to maintain good order and to keep students on task. They will need to respond to questions and generally assist students to undertake set activities.</p>		
<b>Main Duties:-</b>		
<b><u>Support for Students</u></b>		
<ul style="list-style-type: none"> <li>● use specialists (curricular/learning).</li> <li>● skills/training/experience to support students.</li> <li>● establish productive working relationships with students, acting as a role model, and setting high expectations.</li> <li>● promote the inclusion and acceptance of all students within the classroom.</li> <li>● support students consistently whilst recognising and responding to their individual needs.</li> <li>● encourage students to interact and work co-operatively with others and engage all students in activities.</li> <li>● promote independence and employ strategies to recognize and reward achievement of self reliance.</li> <li>● provide feedback to students in relation to progress and achievement.</li> </ul>		
<b><u>Support for the Teacher</u></b>		
<ul style="list-style-type: none"> <li>● work with middle or senior leadership within the Guidance team to establish an appropriate learning environment</li> <li>● work with the other staff in planning, evaluating and adjusting lessons/work plans, as appropriate.</li> <li>● monitor and evaluate students' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.</li> <li>● provide objective and accurate feedback and reports, as required, to middle or senior leadership within the Guidance team on student assessment, progress and other matters: ensuring the availability of appropriate evidence.</li> <li>● be responsible for keeping and updating records, as agreed with middle or senior leadership within the Guidance team, contributing to reviews of systems/records, as requested.</li> <li>● undertake marking of students' work and accurately record achievement/progress.</li> <li>● promote positive values, attitudes and good student behaviour: dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.</li> <li>● liaise sensitively and effectively with parent/carers, as agreed with middle or senior leadership within the Guidance team, within your role/responsibility and participate in feedback sessions/meetings with parents or as directed.</li> </ul>		



- administer and assess routine tests and invigilate exams/tests.
- provide general clerical/admin support e.g. administer course work, produce worksheets for agreed activities etc.

### **Support for the Curriculum**

- Implement agreed learning activities/teaching programmes, adjusting activities according to student responses/needs.
- Implement local and national learning strategies to support the development of relevant skills.
- Support the use of ICT in learning activities and develop students' competence and independence in its use.
- Help students to access learning activities through specialist support.
- Determine the need for, prepare and maintain general and specialist equipment, plans and resources to support students.

### **Support for the School**

- Be aware of, and comply with, policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/ professionals in liaisons with the teacher, to support achievement and progress of students.
- Attend and participate in regular meetings.
- Participate in training and other learning activities, as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Provide appropriate guidance and supervision and assist in the training and development of staff, as appropriate.
- Undertake planned supervision of students out of school hours learning activities
- Supervise students on visits, trips and out of school activities, as required.

### **Responsibilities:-**

- be aware of, and comply with, policies and procedures relating to child protection, health, safety and security,
- confidentiality and data protection, reporting all concerns to an appropriate person
- be aware of and support difference and ensure equal opportunities for all
- contribute to the overall ethos/work/aims of the school
- appreciate and support the role of other professionals
- attend and participate in relevant meetings, as required
- participate in training and other learning activities and performance development, as required



<b>Person Specification – Teaching Assistant Supporting and Delivering Learning General Grade 5</b>			
<b>Area</b>	<b>Criteria</b> <b>Requirement - E = Essential - D= Desirable</b> <b>Assessment by Application =A Interview process = I</b>	<b>R</b>	<b>A</b>
<b>Skills Knowledge Aptitudes</b>	• Can use ICT effectively to support learning.	E	A I
	• Use of other equipment technology - video, photocopier.	E	AI
	• Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.	E	A
	• Working knowledge of national/foundation curriculum and other relevant learning programmes/strategies.	E	A I
	• Understanding the principles of child development and learning processes.	E	AI
	• Ability to self-evaluate learning needs and actively seek learning opportunities.	E	AI
	• Ability to relate well to children and adults.	E	AI
	• Work constructively as part of a team: understanding classroom roles and responsibilities and your own position within these.	E E	AI AI
<b>Qualifications and Training</b>	• Current NVQ level 2 in English and Maths or equivalent <u>and</u> experience in relevant discipline/job role	E	A
	• Training in the relevant strategies e.g literacy and/or, in particular, curriculum or learning area e.g bilingual, sign language, dyslexia, ICT, maths, English, CACHE etc.	D D	A A
	• Appropriate first aid training.		
<b>Experience</b>	• Experience of working with children of relevant age.	E	A I
<b>Disposition</b>	• Able to work on own initiative and as part of a team with minimal supervision	E	I
	• A friendly, positive and flexible approach	E	A I
<b>Conditions of Service</b>			
National Joint Council			

**Signature of post holder** \_\_\_\_\_ **Date** \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signature of headteacher** \_\_\_\_\_ **Date** \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**This school is committed to safeguarding and promoting welfare of children and young people. Please note this position will require an Enhanced disclosure from the Disclosure & Barring Service.**

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. This document must not be altered once it has been signed but will be reviewed annually.



Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.

This job description may be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation with you.