Teaching Assistant Job Description

Post: Teaching Assistant
Salary Grade: Grade F
Responsible to: SENDCO
Hours of Work: Term time only (195 days)
37 hours per week, 8.20am - 4.20pm (3.50pm on Fridays)

Core Purpose
The Teaching Assistant (TA) will:

- Work with class teachers to ensure SEND pupils engage in learning and make good progress;
- Promote pupils' independent learning skills, self-esteem and social inclusion;
- Give support to pupils through structured interventions so they can access the curriculum, take part in learning and experience a sense of achievement;
- Act as a Key Worker for a number of SEND pupils, maintaining regular contact with parents / carers;
- Work closely with Faculty Leaders to ensure teaching staff have the skills, knowledge, training and resources to differentiate appropriately to meet the needs of SEND pupils within their subjects;
- Be linked to and support a faculty with SEND intervention and teaching strategies, developing expertise in specific subject areas;
- Develop expertise in two specific aspects of SEND.

Responsibilities

1. Support class teachers in effectively meeting the needs of SEND pupils through using their area(s) of SEND expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities; using allocated time to devise clearly structured activities that interest and motivate learners and advance their learning; planning how they will support the inclusion of pupils in the learning activities; contributing to effective assessment and planning by supporting the monitoring, recording and reporting of SEND pupil performance and progress; liaising closely with teaching staff to understand lesson plans shared prior to lessons; preparing SEND-appropriate resources to support teaching and learning in the link faculty; planning and leading targeted SEND intervention groups within the faculty; prepare the classroom environment for lessons.

2. Support pupils in developing independent learning skills and managing their own learning through demonstrating an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and

increase achievement of SEND pupils; promoting, supporting and facilitating inclusion by encouraging participation of SEND pupils in learning and extracurricular activities, supporting SEND pupils on educational trips and visits; using effective behaviour management strategies consistently in line with the school's policy and procedures; supporting class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment; organising and managing teaching space and resources to help maintain a stimulating and safe learning environment; using SISRA to track and evaluate progress of SEND learners and create bespoke interventions to support achievement; observing pupil performance and pass observations on to the class teacher; supporting SEND learners outside school hours through group intervention or one to one work e.g. 1:1 tuition; homework hub, etc; supervising whole classes occasionally during the short-term absence of teachers; undertaking any other relevant duties given by the class teacher;

3. Engage effectively with other colleagues and relevant professionals in meeting the needs of SEND pupils through communicating effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher; communicating their knowledge and understanding of SEND pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision; keeping other professionals accurately informed of performance and progress or concerns they may have about the SEND pupils they work with; understanding their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers; collaborating with colleagues and other relevant professionals within and beyond the school; developing effective professional relationships with colleagues; acting as a SEND Key Worker, individually assigned to our most vulnerable pupils, acting as a first point of contact for pupils and parents / carers, tracking and supporting their pupils' progress and well-being on a week-to-week basis.

4. Contribute to the implementation of whole school SEND strategy through participating in the development, implementation and evaluation of the SEND Team's and School's policies, practices and procedures, so as to support the school's values and vision; making a positive contribution to the wider life and ethos of the school; support pupils with access arrangements by acting as invigilator, reader or scribe in internal and external examinations; championing, SEND learners and holding the highest personal and academic expectations of them.

5. Engage in professional development opportunities and demonstrate a commitment to continuous personal development and improvement through developing the capability and skills of staff who deal with SEND pupils by providing CPDL opportunities and training in their specialist area(s); keeping their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness; taking opportunities to build the appropriate skills, qualifications,

and/or experience needed for the role, with support from the school; taking part in the school's appraisal procedures.

6. Demonstrate the highest levels of personal and professional conduct through upholding public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school; having proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality; demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community; respecting individual differences and cultural diversity; promoting the safety and wellbeing of pupils, and helping to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and the school's child protection policy; providing day-to-day safeguarding for pupils through meeting the Whickham school safeguarding policy; attending relevant CPD; using CPOMS to accurately record and act upon safeguarding issues; ensuring good communication with parents and appropriate external organisations in meeting safeguarding needs, including off-site providers.