



Teaching Assistant (Core Team)

Job Description

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| <u>Responsible to:</u> | Director of Learning Support and Inclusion |
| <u>Salary Scale:</u> | Grade 4 |
| <u>Working Time:</u> | 32¼ hours per week, term time only plus 5 INSET days |

Job Purpose:

Support for Students

- Supporting students in lessons as directed by main class teacher.
- Differentiating work both for lower and higher ability students, for example:
 - Simplifying/extending vocabulary
 - Explaining and interpreting work given by the teacher
 - Suggesting ways of tackling the task
 - Providing simplified/extended versions of work
 - Breaking down tasks into appropriate chunks
- Encouraging students to start work; giving initial help if necessary
- Boosting the confidence of students in the class who may be struggling or need extending but who are reluctant to ask for help
- To seek to develop the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs within the school community
- Being a supportive listener when required and passing on relevant concerns to SENCO, Director of Key Stage or Designated Safeguarding Lead.

For Specific Students

- Note-taking as help for homework or in class if speed is needed
- Highlighting key words, points, passages etc.
- Helping higher ability students to develop answers fully and understand high end assessment objectives
- Liaising or meeting with outside agencies and attending review meetings for students
- Assisting with test/exam concessions e.g. as reader, scribe, etc.
- Being involved in reviewing and monitoring of progress
- Reading student profiles for all SEN students, and using the strategies suggested; being aware of the outcomes planned for these students and supporting the student in working towards achieving them



Support for Teachers

- Ensuring teachers know who you are (new TAs or TAs in new context)
- Assisting teachers with differentiation for both lower and higher ability students
- Discussing lesson content and objectives with specified faculty
- Following direction of teacher to support small groups in the classroom
- Supporting the teacher with behaviour issues using the School Behaviour Policy
- Completing administrative work for the Inclusion Team or wider teaching staff

Mental Health and Wellbeing

- To carry out safeguarding duties and promote children's wellbeing in accordance with school guidelines
- To work with the Senior Leadership Team (SLT) in setting a culture within the school that supports the mental health and wellbeing of all members of the community as described in the school's Mental Health and Wellbeing Policy
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

General Duties

- Attending Monday after school meetings weekly (until 4.30 p.m.)
- Reading school bulletins/staffroom notices
- Checking information boards and pigeon holes daily
- Checking email throughout the day
- Attending Inset and training as appropriate
- To contribute fully to the school's safeguarding policy and procedures and attend regular safeguarding training

Notes:

- While every effort had been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified
- 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



Person Specification – Teaching Assistant (Core Team)

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| Qualifications/Training and Experience | <ul style="list-style-type: none"> • Graduate educated (desirable) • High level of general educational achievement and evidence of continuing training beyond school level • Experience of working with young people |
| Knowledge/Skills | <ul style="list-style-type: none"> • A real enthusiasm for working with young people and helping them to succeed • Ability to interact confidently with students and staff • Good verbal and written communication skills • An understanding of the importance of professional confidentiality • Willingness to assist with practical tasks when necessary e.g. with physically impaired students • Ability to support specific subject areas • Ability to understand and differentiate the secondary school curriculum • Good IT skills • Good organisational skills • An interest in your own personal development |
| Personal Characteristics | <ul style="list-style-type: none"> • Professionalism • Calmness • Empathy • Enthusiasm • Flexibility • Initiative • Excellent team work/support of peers • Energy and ideas, creative, solution focussed approach • A genuine liking for young people, tact, sensitivity and willingness to be an advocate for young people with SEND |
| Safeguarding and Wellbeing | <ul style="list-style-type: none"> • A commitment to safeguarding duty and promoting children’s wellbeing in accordance with school guidelines • A commitment to support the School Leadership Team (SLT) to set a culture which supports the mental health and wellbeing of all members of the community • To uphold and promote the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs within the school community • Desire to take on further/advanced Safeguarding training and responsibilities (desirable) • Evidence of CPD undertaken in this area (desirable) |