

## Support Staff Job Profile

### Teaching Assistant

September 2019

Name :	
Job Role :	<b>Teaching Assistant</b>
Contract :	32.5 Hours per week / Term Time Only
Grade :	<b>NJC Grade 4 (points 8-14) pro rata</b>
Line manager :	Director of SEND
Purpose :	To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. The primary focus will be to maintain good order and to keep pupils on task.
<b>Requirements of the Role</b>	
Knowledge, Skills, Experience	<ul style="list-style-type: none"> <li>• Good literacy and numeracy skills gained from general education to GCSE 'O' level/Adult Literacy and Numeracy level 2/NVQ level 3 for Teaching Assistants or equivalent qualification and experience together with a working knowledge of national curriculum and other relevant learning programmes/strategies.</li> </ul>
Mental skills and Demands	<ul style="list-style-type: none"> <li>• Some analysis and interpretation required when determining the most appropriate action from a range of alternative options. Elements of creativity and/or forward thinking are fundamental to the post's activities e.g. involved in lesson planning, evaluating pupil response and adjusting lesson and work plans; contributing to Pastoral Support Plans; supporting short term planning looking a few days ahead e.g. on lesson planning, providing input to medium term planning over a few weeks ahead e.g. for social skills work with some input to planning a term or academic year ahead e.g. on a learning programme for a specific pupil who may be, for example, autistic.</li> <li>• Applying sensory concentration, working very closely for periods, including observing reactions and behaviour, with individual and groups of pupils; dealing with interactions between members of the group; mental concentration required when working on Pastoral Support Plans.</li> </ul>
Interpersonal/ Communication Skills and Emotional Demands	<ul style="list-style-type: none"> <li>• Using persuasive and negotiating skills to encourage childrens' learning and development and for more complex exchanges with a range of audiences e.g. pupils, parents and carers, colleagues and students, outside agencies; managing/supervising subordinate staff; preparing and delivering presentations on a range of subjects e.g. for Inset and training situations; may include the use of 'signing' for appropriate communications e.g. Makaton, Sign and Symbol</li> <li>• Working on an ongoing basis with children, some of whom have short or longer term emotional, additional or special needs.</li> </ul>
Initiative and Independence	<ul style="list-style-type: none"> <li>• Working under guidance of teaching/senior support staff, required to deal with unexpected problems, following school procedures, in a variety of school situations e.g. deal with a behavioural situation knowing how and when to seek support; prioritises own workload.</li> </ul>
Responsibility for, and Supervision of, People	<ul style="list-style-type: none"> <li>• Contributing to the education and development of children; being aware of and responding to the basic and welfare needs of pupils.</li> </ul>

	<ul style="list-style-type: none"> <li>The job involves limited, or no, direct responsibility for the supervision, direction or co-ordination of other employees. The work may involve demonstration of own duties, or advice and guidance, to new employees, or others.</li> </ul>
Resource Management	<ul style="list-style-type: none"> <li>Job holder has limited direct responsibility for financial resources. The handling and recording of small amounts of cash/cheques or equivalent may be necessary periodically.</li> <li>Regular handling, processing and recording of computer and manual information in accordance with data protection principles including routine document preparation, storage, retrieval or amendment; may include careful use of woodworking, metal working and cooking and ICT equipment or other special equipment and reporting any problems with these.</li> </ul>
Working Environment	<ul style="list-style-type: none"> <li>Duties involve regular contact with children and exposure to abuse and/or aggression from young people and/or adults. Some exposure to disagreeable conditions e.g. assisting pupils with toileting and dealing with bodily fluids; during some home visits</li> </ul>
Personal Contribution to Academy Life	<ul style="list-style-type: none"> <li>All employees will be expected to comply with any reasonable request from a leader to undertake work of a similar level that is not specified in this job profile</li> <li>All employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers and to follow the Academy's policy on Professional Conduct</li> <li>All employees are expected to take responsibility for their professional development, keeping up-to-date with developments in education and meeting their Performance Management objectives</li> <li>The Principal will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition</li> </ul>

**Specific Duties**

<b>Planning</b>	<ul style="list-style-type: none"> <li>Using specialist (curricular/learning) skills/training/experience to support pupils</li> <li>Assisting in the development and implementation of appropriate behaviour management strategies</li> <li>Facilitating smooth transition between educational phases</li> <li>Determining the need for, preparing and maintaining general and specialist equipment and resources</li> <li></li> </ul>
<b>Working with Students</b>	<ul style="list-style-type: none"> <li>Assisting with the development and implementation of Individual Education/Behaviour/Personal Care Plans</li> <li>Establishing productive working relationships with pupils, acting as a role model and setting high expectations</li> <li>Promoting the inclusion and acceptance of all pupils within an educational environment</li> <li>Supporting pupils consistently whilst recognising and responding to their individual needs</li> <li>Encouraging pupils to interact positively and work cooperatively with others and engage all pupils in activities</li> <li>Promoting independence and employ strategies to recognise and reward achievement of self reliance</li> <li>Providing feedback to pupils in relation to progress, achievement and problems</li> <li>Attending to pupils' personal needs and provide advice to assist in their social, health and hygiene development</li> </ul>

	<ul style="list-style-type: none"> <li>• Supporting provision for pupils with special needs</li> <li>• Monitoring and evaluating pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives</li> <li>• Undertaking marking of pupils' work and accurately recording achievement/progress</li> <li>• Promoting positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour</li> <li>• Administering and assessing routine tests and invigilate exams/tests</li> <li>• Providing general clerical/admin support e.g. administer coursework, produce worksheets for agreed activities etc</li> <li>• Implementing agreed learning activities/teaching programmes, adjusting activities according to pupil responses</li> <li>• Implementing local and national learning strategies e.g. literacy, numeracy and make effective use of opportunities provided by other learning activities to support the development of relevant skills</li> <li>• Supporting the use of ICT in learning activities and developing pupils' competence and independence in its use</li> <li>• Helping pupils to access learning activities through specialist support</li> <li>• Undertaking planned supervision of pupils' learning activities including those not in a classroom setting</li> <li>• Supervising pupils on visits, trips and out of school activities as required</li> <li>• Providing First Aid Support (with appropriate training)</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Working with the teacher to establish an appropriate learning environment</li> <li>• Working with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate</li> <li>• Providing objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.</li> <li>• Being responsible for keeping and updating records as agreed with the teacher or other appropriate staff member, contributing to the review of systems/records as requested</li> <li>• Liaising sensitively and effectively with parents/carers as agreed with the teacher/other relevant staff member within your role/responsibility and participate in feedback sessions/meetings</li> <li>• Supporting teaching staff in the carrying out of home visits</li> <li>• Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils</li> <li>• Assisting in the training and development of staff as appropriate</li> <li>• Supporting Teaching Assistant students in school settings</li> </ul>
<b>Admin</b>	<ul style="list-style-type: none"> <li>• Providing general clerical/admin support e.g. administer coursework, produce worksheets for agreed activities etc</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• Act as a co-tutor to one of the Academy's Tutor Groups</li> <li>• Safeguard and promote the welfare of children</li> </ul>

**The job description is not a finalised definition of the post, it will be reviewed at key points based on your skills, experience and interests and may be subject to amendment from time to time after discussion with the post holder and without changing the level of responsibility of the post.**

**Signed :**

**Date :**

**Name :**