

Job title:	TEACHING ASSISTANT (Secondary/Upper)
Grade:	Grade 5 (SCP 5-6)
Reports to:	SENDCo/Deputy SENDCo

Main job purpose

The postholder will play an important role in supervising the activities of pupils during the teaching period and midday sessional break within the school, including both indoor and outdoor areas, ensuring a safe environment is maintained at all times.

To assist the Headteacher/SENDCo to promote students' academic, social and emotional development through the development and implementation of programmes of student work and support (individual and group) and in the provision of a stable, caring and supportive learning environment; to enable students to achieve their full learning potential.

There may be a Special Needs input to support students with activities. Support is both on a one to one basis and in groups, for students with disability, learning difficulties or behavioural problems.

Main responsibilities and duties

- To support teaching and learning processes.
- To assist the SENDCo in developing, implementing and managing individual/group student learning strategies aimed at:
 - a. supporting progress
 - b. establishing and maintaining relationships with individual students/groups to support with learning activities
 - c. inclusivity of students with identified SEND needs.

Under the guidance of direction of the teacher/SENDCo:

1. Undertake learning activities with students of varying abilities.
2. Develop, maintain and apply knowledge and understanding of students' general and specific learning needs.
3. Provide care and supervision of students within the classroom, within the school and outside of the school.
4. Assume sole supervision of groups of students. This may include whole classes for short periods in the absence of the teacher.
5. Deliver support individually and in groups through a range of tasks, mainly supporting and directing literacy and numeracy tasks, clarifying and explaining instructions.
6. Focus support in areas needing improvement both academic and social.
7. Support the use of ICT in the classroom, working with students to ensure they are able to use ICT and other specialist equipment to enhance their learning.
8. Motivate and encourage students to concentrate on and fulfil the tasks set.
9. Seek to ensure the promotion and reinforcement of students' self-esteem, appropriate levels of effort and behaviour and to guide students to become independent learners.
10. Contribute to the assessment of students' learning, in particular with regard to Literacy, Numeracy, Science and ICT skills.

11. Contribute to the implementation of the National and/or Foundation Curriculum and specific individual student and/or group targets.
12. Promote students' academic, social and emotional development and assist teaching staff in the development of learning strategies, with the provision of teaching and learning resources.
13. Assist in the planning, development, monitoring and evaluation of programmes of work, for individual and group learning activities.
14. Contribute to and assist in the development and monitoring of systems for review and recording of students' progress, both academic and social.
15. Assist in the preparation for educational visits, and where appropriate accompany/supervise students undertaking off-site activities.
16. Attend and contribute to school staff meetings and in-service training within contracted hours or outside normal hours by agreement.
17. Observe and comment upon student performance, conduct, behaviour and interaction with peer group and parents.
18. Liaise with parents and other professional agencies in support of student's needs, under direction of the SENDCo.
19. Where a current First Aid qualification is held, undertake the role of a first aider as directed.
20. Undertake a key worker role, as required.
21. Work with student groups, using a range of strategies to gain acceptance and inclusion of students with SEND needs.
22. Assist the SEND team with maintaining student records.
23. Assist in the supervision of assessments as directed.

Supervision and management

Typically, there will be supervision available from the classroom teacher on a daily basis and regularly during the day. Additional support may be provided by the SENDCo or other more senior members from within the team.

The postholder may be required to support the induction and further training of classroom TAs.

Decision making

Within the agreed school policies, decide on when and how to apply a range of strategies for the benefit of students in relation to their education activities behaviour and care.

There will often be a need to make immediate decisions, without initial referral to teachers, in relation to immediate care, control and safety of students with special educational needs.

Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher.

Problem solving and creativity

On a daily basis, within prescribed school guidelines and under the direction of the teacher, develop a range of strategies to engage individuals and groups of student, often with differing requirements, in the experience of learning and in their personal, social, health and moral education (e.g. a reward system appropriate to an individual student).

Use a variety of interpersonal techniques to establish supportive relationships with students, parents and carers. There will be occasional interruptions. Deadlines will relate to and be appropriate to the timetable being followed.

Apply creativity and innovation to new and challenging situations when interacting with students.

Key contacts and relationships

- Establish relationships with students, treating them consistently, with respect and consideration and be concerned for their progress during the period of supervision.
- Model and promote the positive values, attitudes and behaviour expected from the students with whom they work.
- Encourage students to interact and work cooperatively with others.
- Work collaboratively with colleagues.
- Aim to improve own practice, including through observation, evaluation and discussion with colleagues.

Resources

Equipment used will include photocopiers, computers, medical and subject specific as relevant (e.g. sport, science, art, technology).

Additionally the use of specialist equipment may be required as relevant (e.g. hoists, wheelchairs). Full training will be provided in these instances.

Working environment

Occasionally, substantial physical effort may be required in providing assistance to students with significant physical disability. There may be an occasional need to physically lift students for safety or care needs and occasional unpleasant conditions relating to students' personal hygiene needs.

While the level of student needs will vary, the job holder will be predominantly working with students who are difficult to engage in learning activities, may present more frequent behavioural problems and where the attention span presents greater challenges and a need for high levels of patience to attain students' individual targets.

Progression in Post

CPD will be available as part of this role.

General and School Responsibilities

- Be familiar with Safeguarding requirements in protecting the welfare of children, and young people. The Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.
- Contribute to and support the Trust's Values, Ethos and Vision
- Participate in training and other learning activities as required

- Participate in Performance Management and development as required by the Trust's policies and procedures
- Participate actively and flexibly in a range of school activities
- Be aware that all employees have a general duty in law to take reasonable care for the health and safety of themselves and of other persons who may be affected by their acts or omissions
- Understand and be committed to the Health and Safety Policy and the safety priorities and be aware of their contribution to such priorities
- Be aware of and comply with the health and safety legislation and other requirements that are relevant to the post
- Demonstrate commitment and enthusiasm to promote the principle of equality and diversity in employment and service delivery
- Be familiar with and promote the Equality and Diversity Policy

The principal responsibilities and tasks as set out above are not intended to be exhaustive. The need for flexibility, accountability and team working is required. The post-holder is expected to carry out any other related duties that are within the employee's skills and abilities, commensurate with the post's grade and whenever reasonably instructed.

The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This review will be carried out in consultation with the post-holder before any changes are implemented.

Job description prepared by:	Trust Resources Team & Hannah Angelinetta (HR Manager)
Date:	November 2024

Requirements	Essential	Desirable	Evidence
Qualifications	5 GCSEs including English and Maths (minimum level 4 or equivalent experience/ vocational qualification)	Level 2 TA qualification Other relevant qualifications	Application Form Interview References
Knowledge & Experience	Previous experience of working in an educational setting Experience in dealing with challenging behaviour whilst remaining calm	An understanding of the SEND code of practice Experience of children with SEND	Application Form Interview References
Skills	Strong communication and interpersonal skills Demonstrate role model behaviour Fluency in English for all student and public-facing roles, specifically to support students' learning and wellbeing		Application Form Interview References Language Qualifications Fluency in English evidenced by: <ul style="list-style-type: none"> competently answering interview questions in English; possessing a relevant qualification for the role attained as part of education in the UK or fully taught in English by a recognised institution abroad passing an English language competency test or possessing a relevant spoken English qualification at CEFR Level B1 or above, taught in English by a recognised institution abroad
Personal Qualities	<ul style="list-style-type: none"> Discretion Patience Flexible and Adaptable Firmness Team worker 		Application Form Interview References
Relationships	Have positive and mutually supportive relationships with all colleagues Ability to promote the school across the wider community		Application Form References Interview
Safeguarding	Good knowledge of relevant Safeguarding procedures Commitment to adhere to the Trust's Safeguarding & Child Protection Policy	Good awareness of potential Safeguarding issues	Application Form Interview References