



Teaching Assistant (primarily 1: 1 Support)

27.5 hours per week.

The post is linked through specific funding to (a) named pupil(s) and so its continuation is subject to that/ those pupil(s) remaining at the College and the LEA maintaining that funding. The post will terminate if the pupil(s) leave or the LEA funding ceases.

1. Job overview

- To support the educational, personal, and social development of students with special educational needs, literacy, numeracy, temporary or permanent disabilities, access or mobility needs;
- To support the aims and ethos of the College;
- To establish positive working relations with students and parents/carers to assist student progress and attainment.

2. Key Responsibilities

2.1 Support Teaching and Learning

- R1. Assist in the educational and social development of students under the direction and guidance of the Head, SENCo and class teachers;
- R2. Assist in the implementation of Pupil Profiles for students to share information with staff;
- R3. Be assigned as 1:1 support for monitoring the progress of your student(s) with SEND/Pupil Profiles agreed with the LEA;
- R4. Be assigned to support students in all curriculum subject areas if needed e.g. when your 1:1 student is absent and remote support is not possible;
- R5. Work with other professionals as necessary;
- R6. Assist class teachers if required.

2.2 Support to Students

- R7. Support students with social, emotional and mental health barriers help to develop their social skills;
- R8. Support students with health needs, **specifically epilepsy** and attributed processing difficulties in the first instance.
- R9. Provide support for individual students inside and outside the classroom to enable them to participate in activities.

2.3 Admin Support

- R10. Carry out general administration (e.g. photocopying and clerical tasks) in order to support teaching.

2.4 Support for the School

- R11. Assist in providing an atmosphere in which effective learning can take place;
- R12. Support the promotion of positive relationships with parents/carers and outside agencies;
- R13. Be aware of the confidential nature of issues relating to home/student/teacher/school work;

- R14. Set a good example in terms of dress, punctuality and attendance;
- R15. Work within school policies and procedures;
- R16. Attend staff meetings and training as required;
- R17. Be proactive in matters relating to health and safety.
- R18. Any other duties commensurate with the grade of the post at the discretion or direction of the SENCo, Class Teachers or the Principal/ Vice Principal.

3. Responsibility for Staff

- R19. The post-holder has no line management responsibility but may assist with support, induction and training of other staff.

4. Level of Supervision

- R20. The post holder will receive direction and supervision from the SENCo, and from class teachers.

5. Summary of main terms and conditions

- The above responsibilities are subject to the general duties and responsibilities contained in the Contract of Employment for Support Staff.

Grade

- TA level 2
- The actual salary, based on the hours per week and working weeks plus holiday entitlement per annum is £12,483 per annum

Hours

The appointment is for 27.5 hours a week Monday to Friday.

- Hours of work (start and finish times) will be as agreed with the line manager but the contracted hours will be worked between the hours of 8.45am to 3.45pm. This will vary slightly each day due to timetabling requirements. There is an unpaid lunchbreak of 50 minutes each day.
- Due to the nature of the role some flexibility in working hours may be required (e.g. for attendance at meetings and extra-curricular activities).

Working Weeks

- Term-time 37 weeks per year.

Probationary period

- New appointments are subject to successful completion of a probationary period (typically 3 months).

Supervision of /support for students

- As part of your responsibilities you may be required to assist with the supervision of students at break or lunch time, or assist with students during Form Time, or with assisted reading, maths, English and study skills.
- The job description outlines in general terms the main responsibilities of the role, which the post-holder will be expected to undertake. It does not list all the tasks and duties of the post-holder or specify the particular amount of time to be spent on carrying them out and no part of it may be so construed.
- The responsibilities described may vary or be amended from time to time without changing the overall level of responsibility associated with the post.
- The job description may be reviewed and amended from time to time by the College in consultation with the post-holder, to reflect or anticipate changes in the job commensurate with the grade and job role.

The Teaching Assistant needs to:

- Avoid creating a dependency culture where the student(s) rely on you to complete work;
- Listen to and understand the concerns of colleagues;
- Know about the SEND students/more able students in the group;
- Be constructive and encouraging;
- Be flexible in negotiation;
- Decide on priorities for intervention;
- Use observational skills to determine help required by student(s);
- Read the Pupil Profiles, Provision Mapping, EHCP and know what targets the subject teacher has set, as you have a role to play in helping the student(s) attain these targets;
- Talk to teachers and review your role to check that the support you are providing is effective and meets everyone's needs – students', class teacher and yours;
- Use achievement points, positive phone calls home and encouraging reinforcement whenever possible;
- Liaise weekly with SENCo/ teachers to create planned, in-class support.

Ways of working in the classroom.

- The SEND students remain the responsibility of the class teacher; however there needs to be negotiation to make the most of support. The partnership needs to take into account the subject expertise and obligations of the Teaching Assistant but the supporting adult should always be given copies of content/materials in advance.
- The Teaching Assistant works with individuals (or occasionally small groups) or takes the class while the Teacher deals with an unexpected occurrence;
- Can assistance be given in preparing resources or helping to find additional material?
- Define the nature of help to targeted student(s) e.g. check comprehension, keep on task, or give rapid feedback and praise, remind them of task, suggest ways of tackling a problem;
- With individuals or groups, break tasks into manageable chunks, differentiate, explain or clarify, introduce new activities, highlight new concepts and relate them to old, encourage reflection by effective questioning for deeper learning.
- Ensuring that whole-school policies are implemented, including particular reference to Safeguarding.
- Provide support during extra-curricular activities and whole school events

Intrinsic duties

The role will require long periods of sitting down and moving quickly between classrooms during lesson changes.

Whilst the above is not an exhaustive list of duties, the role is a proactive and supportive position and will require the successful candidate to take responsibility for the workshop facilities and storage.

Closing date for applications is noon 11th March 2021.