

Job Description & Person Specification

EMPLOYEE NAME:	
SIGNED:	
DATE:	

Job Title:	TEACHING ASSISTANT
Grade:	Hay pay scale - H3.1-H3.2
Based at:	Pinewood School, Ware, Hertfordshire
Reports to:	Line Manager, Headteacher
Responsible for:	Supporting Class Teacher/Pupil Support
Liaison with:	Teaching staff, support staff, Headteacher, pupils, parents/carers
Job Purpose:	To assist in the support and inclusion of children with Special Educational Needs/diverse learning needs within a Special Needs School
Principal Accountabilities:	“Teaching assistants are an integral part of the school workforce representing a substantial investment of school funding. School leaders’ decision-making about the effective deployment of teaching assistants is crucial in making a difference to pupil achievement (see Further information). Teaching assistants should act with honesty and integrity to uphold comparable standards to other education professionals, in order to make the education of pupils their first concern. By demonstrating values and behaviours consistent with their professional role, teaching assistants work with other education professionals within a common framework of expectations”. <i>Professional standards for teaching assistants - 2017</i>

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MAIN AREAS OF RESPONSIBILITY

Supporting the Pupil

- To develop a knowledge of a range of learning support needs and to develop an understanding of the specific needs of the children to be supported.
- To establish a supportive relationship with the children concerned
- To encourage acceptance and inclusion of children
- To develop methods of promoting/reinforcing the child's self-esteem
- To provide basic First Aid during the course of a school day and whilst off-site where necessary
- To provide Intimate Care to pupils during the course of a school day and whilst off-site where necessary

Supporting the Teacher

- To assist, with the class teacher (and other professionals as appropriate), in the development of a suitable programme of support (IEPs) for children who need learning support
- In conjunction with the class teacher and/or other professionals to develop a system of recording the children's progress
- To contribute to the maintenance of children's progress records
- To participate in the evaluation of the support programme
- To provide regular feedback about the children to the teacher

Supporting the School

- Where appropriate to develop a relationship to foster links between home and school
- To liaise, advise and consult with other members of the team supporting the children when asked to do so
- To contribute to reviews of children's progress, as appropriate
- To attend relevant in-service training
- To be aware of school procedures
- To be aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences appropriately

Support for the Curriculum

- To develop awareness of the requirements of the national curriculum
- To support specific aims in lessons as planned and directed by the teacher
- To develop awareness of the aims of the literacy and numeracy strategies relevant to the classes supported
- To develop awareness of curriculum targets and support work towards them

SUPERVISION

- To work under the supervision of the class teacher, sometimes taking the whole class to enable the class teacher to work with small groups; depending on grade, to also cover classes in the absence of any class teacher.

JOB CONTEXT

Working in a Special Needs School with children who have special educational needs.

Work will come in consultation with the class teacher and/or the Senior Teaching Assistant or the Headteacher.

CONTACTS

- Class teacher – joint planning and assessment
- Senior Teaching Assistant – joint planning and assessment
- Deputy Headteacher – joint planning and assessment
- Parents – two way sharing of information
- External Agencies – liaison with and supporting their work

KNOWLEDGE, EXPERIENCE AND TRAINING

- Communication skills, both written and oral
- Interpersonal skills
- Teacher skills
- Curriculum knowledge and understanding
- Special educational needs knowledge and understanding

PROBLEMS AND DECISIONS

- Behaviour – implement school policy
- Unexpected changes in working arrangements eg. teacher/pupil absence – flexible approach to situation
- Methods of teaching individual and groups
- Work to be undertaken

ADDITIONAL INFORMATION

- Increasing expectation to engage in fuller professional development resulting from appraisal
- Increasing expectation to be able to take independent decisions
- To integrate into all areas of job accountability the actions and behaviours required to actively implement the County Council's equal opportunities.

The duties above are neither exclusive nor exhaustive and the post-holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

Pinewood School Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to complete a Disclosure & Barring Service (DBS) application, medical checks and references.

This job description will be reviewed annually and may be subject to change or modification at any time after consultation with the post-holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post-holder's professional responsibilities and duties.

Person Specification: Teaching Assistant

Education	E	D
A good standard of general education	✓	
A formal Level 2 qualification (or equivalent) specifically in English and Mathematics	✓	
NVQ Level 2 for Teaching Assistants, or an equivalent recognised professional qualification.		✓
Knowledge of legal and organisational requirements for maintaining health, safety, and security within a learning environment.	✓	
Experience		
SEN Framework: Solid knowledge of the SEN Code of Practice.	✓	
Direct experience working closely with children who have specific Special Educational Needs (SEN)		✓
Experience using Information Technology (IT) to support learning tasks	✓	
Skills, abilities and knowledge		
Knowledge and understanding of education policies and practices relating to the education and training of children and young people, (SEN Framework with Solid knowledge of the SEN Code of Practice)	✓	
Pupil Development: Knowledge of age-appropriate strategies to recognise, reward, and encourage pupil self-reliance and achievements	✓	
A 'can do' attitude and ability to generate high expectations, enthusiasm and commitment in both adults and young people	✓	
Policy Compliance: Ability to strictly work within and apply all core school policies (including Child Protection, Health & Safety, Safeguarding, and Equal Opportunities)	✓	
Personal qualities		
Ability to use clear language and communication skills that pupils can easily understand and relate to.	✓	
Ability to build positive, empathetic relationships with pupils.	✓	
Demonstrated active listening skills when interacting with pupils and staff.	✓	

Ability to provide individual attention, reassurance, and tailored help to keep pupils focused and on-task.	✓	
Ability to consistently and effectively implement the school's agreed behaviour management strategies.	✓	
Ability to monitor pupil responses and safely adapt or modify learning activities (as agreed with the teacher) to meet learning outcomes.	✓	
Ability to conduct and report on systematic observations of a pupil's knowledge, skills, and understanding.	✓	
Ability to assist the teacher with recording lessons and pupil assessments.	✓	
Ability to offer constructive feedback to pupils to boost their self-esteem.	✓	
Ability to work collaboratively, flexibly, and supportively as part of the wider school team	✓	
A strong willingness to participate in ongoing training and development opportunities provided by the school and county.	✓	
Willingness to actively contribute to the team's success	✓	
Absolute willingness to maintain strict confidentiality regarding all school and pupil matters.	✓	