

Teaching Assistant

JOB DESCRIPTION AND PERSON SPECIFICATION

Location

To work at Pakefield High School, Lowestoft, Suffolk

Salary

Scale D
Starting at point 6
39 weeks per year (Term time plus one week)

Hours of Work

20 hours per week

Core Purpose

Under the guidance of the SENDCo and other senior staff and within the overall ethos of the school, undertake structured and agreed learning activities and interventions to support students with special education needs, individually and in small groups, to enable them to access the learning and the wider aspects of school.

Reporting Lines

Report to the SENDCo

Key Responsibilities

Support to Students

- To attend to the personal and social needs of students and any other special requirements depending on the nature of a student's special needs and, wherever possible, making these part of the learning experience.
- Under agreed school procedures and in line with statutory guidance on supporting students at school with medical conditions, assist with programmes of special care such as speech therapy, under the direction of the appropriate specialist and with the required training.
- Supervise and provide particular support for students with special needs, ensuring their safety and access to learning activities and to activities more widely in the school.
- Assist with the development and implementation of Interventions and other bespoke provisions.

- Promote inclusion and acceptance of students while encouraging constructive relationships within the classroom and with parents.
- Provide feedback to students in relation to progress and achievement under the guidance of the teacher.
- Assist with the planning of interventions.
- Create and maintain a purposeful, orderly and supportive environment.
- Use strategies, in liaison with the teacher, to support students to achieve learning goals.
- Monitor students' responses to learning activities and accurately record progress and achievement, and liaise with teachers in this respect.
- Promote good student behaviour, dealing promptly with incidents in line with established policy, and encourage students to take responsibility for their behaviour.
- Assist with routine tests where access arrangements are in place, and invigilate exams. Supervise pupils while they are engaged in small group learning activities.

Support for the Curriculum

- Undertake structured and agreed learning activities and interventions, adjusting activities according to student responses, including undertaking literacy and numeracy interventions, and recording achievement and progress and feeding back to the SENDCo.
- Prepare, maintain and use equipment and resources and assist students in their use, including supporting the use of ICT in learning activities and developing students' competence in its use.

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Attend and participate in relevant meetings as required and participate in training and other learning activities and performance development as required.
- Undertake other similar activities that may fall within the grade and scope of the post as directed by the Head of School.

Other Opportunities

- Play an active role in school life and make a positive contribution to the ethos of the school.

- Actively participate in whole school CPD.
- Perform additional duties and tasks required for the effective operation of the school.

Variations

- As a member of the staff of the school the post holder must respect confidentiality and act at all times in the interests of the good name of the school and the health, well-being and good progress of its students. Staff must also display personal standards at work and in the local community that are fitting for a person associated with the education of young people.
- Undertake other duties; to commensurate to the post holder's abilities, position and grade, as requested by the line manager, of a similar nature to those listed above, even if not individually itemised.

- Support the needs of the school, taking into account individual strengths and areas for development, by accepting adjustments to the exact remit following annual job description review.

- Understand that the duties specified above are therefore neither exclusive nor exhaustive and may change over time.

This job description will be reviewed a least once per year and may be subject to amendment or modification at any time after consultation with the postholder.

It is not a comprehensive statement of procedures and tasks, but sets out the general expectations of the school in relation to the postholder's responsibilities and duties.

	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> GCSEs A*-C in English and Maths or equivalent or a willingness to upskill for these. Good numeracy and literacy skills. 	<ul style="list-style-type: none"> NVQ 2 or equivalent in teaching assistance or experience. Training in the literacy and numeracy strategies. First Aid training/training in specific medical procedures.
Experience	<ul style="list-style-type: none"> Experience working with young people or people from other vulnerable groups and helping them to develop and progress. 	<ul style="list-style-type: none"> Work within an education/social care setting.
Knowledge and Technical Skills	<ul style="list-style-type: none"> An understanding or willingness to learn of young people's development and learning processes. An understanding or willingness to learn that young people have differing needs and knowledge or willingness to learn of inclusive practice. An understanding or willingness to learn of the National Curriculum and other basic learning programmes. Ability to self-evaluate learning needs and actively seek learning opportunities. 	<ul style="list-style-type: none"> Knowledge of Child Protection and Health & Safety legislations and procedures.
Skills and Personal Attributes	<ul style="list-style-type: none"> Good interpersonal skills, including the ability to work as a team member, but also having self-motivation when working independently. Ability to relate well to students and staff. Keyboard skills. Ability to prioritise effectively. High professional and personal standards in both work and conduct. Strong personal drive and willingness to get things done. Good time management. Openness to learning and change. Effective written and oral communication skills. Supportive, patient and non-judgemental. 	
Equal Opportunities	<ul style="list-style-type: none"> A demonstrable commitment to support and promoting safeguarding, student welfare, equality and diversity. 	
Safeguarding	<ul style="list-style-type: none"> An understanding or willingness to learn of up-to-date safeguarding requirements and best practice. 	
Other Requirements	<ul style="list-style-type: none"> An understanding or willingness to learn of data protection. 	

Clarion Corvus Trust is committed to safeguarding and promoting the welfare of children. All applicants must be willing to undergo safeguarding screening appropriate to the post, including checks with Disclosure & Barring Service and at least 2 references which cover the last 3 years; for all our services we will request references from where you have worked with either Children or Vulnerable Adults. Please be advised that references may be requested prior to interview for roles within our Schools.