

Teaching and Learning Family

Job Description

Job Description		
Role Title	Typically reports to	
Teaching Assistant Learning/Guidance/Support (Level 3) Special Schools	Headteacher or designated member of staff	
JE Code	Grade	Date of profile
A3898	6	DD/MM/YY
Purpose of the role (job statement)		
Responsibilities		
<p>Main Duties of the Post</p> <p>Working under guidance: provide support in addressing the needs of pupils who need particular help to overcome barriers to learning. To work under the instruction of the Head Teacher or designated member of staff, usually in the classroom. To supervise the learning of whole classes during the short-term absence of the class teacher (as outlined in the school's rarely cover policy) as they undertake the work set; to invigilate tests and examinations and to accompany staff and pupils on educational visits.</p> <p><u>Support for Pupils</u></p> <ul style="list-style-type: none"> • Provide positive handling for pupils including the management of behaviour, moving and handling and feeding • Provide pastoral support to pupils • Receive and supervise pupils excluded from, or otherwise not working to a normal timetable • Attend to pupils' personal needs and provide advice to assist in their social, health and hygiene development specifically intimate care, the provision of medication, feeding and other specific medical issues. • Participate in comprehensive assessment of pupils to determine those in need of particular help • Assist the teacher with the development and implementation of Individual Education/Behaviour/Support/Mentoring/Learning plans • Support provision for pupils with additional special needs • Establish productive working relationships with pupils, acting as a role model • Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils • Take a lead in planning and delivering schools extra curricular activities • Promote the speedy/effective transfer of pupils across phases/integration of those who have been absent • Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance • Challenge and motivate pupils, promote and reinforce self-esteem • Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc • Personally required to deal with a range of problems in the first instance • Plan and deliver intervention activities for individuals or small groups 		

Support for Teachers

- Liaise with feeder schools and other relevant bodies to gather pupil information
- Support pupils' access to learning using appropriate strategies, resources etc
- Work with other staff in planning, evaluating and adjusting learning activities, as appropriate
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording
- Provide objective and accurate feedback and reports, as required, to other staff on pupils' achievement, progress and other matters: ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records, as agreed with other staff, contributing to reviews of systems/records, as requested
- Assist in the development and implementation of appropriate behaviour management strategies
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
- Assist in the development, implementation and monitoring of systems relating to attendance and integration
- Clerical/admin support e.g. dealing with correspondence, compilation/analysis/reporting on learning attendance, exclusions etc, making telephone calls etc
- Work towards a number of short term to medium term deadlines

Support for the Curriculum

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupils' responses/needs
- Be aware of, and appreciate, a range of activities, courses, organizations and individuals to provide support for pupils to broaden and enrich their learning
- Research and develop for short term planning
- Research and contribute to longer term planning
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils

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 pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Participate in training and other learning activities, as required
- Recognize own strengths and areas of expertise and use these to advise and support others
- Assist in the supervision, training and development of staff
- Implement planned supervision of pupils out of school hours
- Supervise plan and deliver for pupils on visits, trips and out of school activities, as required

General

- To undertake any other duties appropriate to the grade of the post

Indicative knowledge, skills and experience

Person Specification – Teaching Assistant Learning/Guidance/Support (Level 3) Special Schools

Area	Criteria Requirement - E = Essential - D= Desirable Assessment by Application =A Interview process = I	R	A
Skills Knowledge Aptitudes	<ul style="list-style-type: none"> • Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation • Working knowledge of national curriculum and other relevant learning programmes • Understanding of principles of child development and learning processes and, in particular, barriers to learning • Ability to plan effective actions for pupils at risk for underachieving • Full understanding of the range of support services/providers • Ability to self-evaluate learning needs and actively seek learning opportunities • Ability to relate well to children and adults • Work constructively as part of a team: understanding classroom roles and responsibilities and your own position within these 	E E E E E E E E	A I AI A A I AI AI AI AI
Qualifications and Training	<ul style="list-style-type: none"> • GCSE or other level 2 qualification in English and mathematics • At least level 2 teaching assistant or other relevant qualification 	E E	A A
Experience	<ul style="list-style-type: none"> • Experience working with children of relevant age in a learning environment. • Experience of working with pupils with additional needs 	E E	A I A
Disposition	<ul style="list-style-type: none"> • Able to work on own initiative and as part of a team with minimal supervision • A friendly, positive and flexible approach 	E E	I A I
Conditions of Service			
National Joint Council			

This document must not be altered once it has been signed but will be reviewed annually.

Signature of post holder _____ **Date** ____ / ____ / ____

Signature of headteacher _____ **Date** ____ / ____ / ____

This school is committed to safeguarding and promoting welfare of children and young people. Please note this position will require an Enhanced disclosure from the Disclosure & Barring Service.