

Caterham High School

Teaching Assistant

JOB DESCRIPTION

Job Title:	Teaching Assistant
Grade:	LBR3 SCP 6
Responsible to:	SENDCo
Hours:	30 hours per week/44.20 weeks per year
Date of Job Spec:	May 2021

MAIN DUTIES AND RESPONSIBILITIES

Supporting students

- Liaise with the SENCO/Inclusion Co-ordinator/HLTA to identify areas of need and assist in the development of strategies to support all areas of student's learning and development
- Take an active role in the development and implementation of student profiles, EHC plans and PSPs, and other reporting formats
- Develop and use specialist skills and experience to support students with specific needs
- Support students consistently whilst recognising and responding to their individual needs
- Establish productive working relationships with students, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all students both within and outside the classroom
- Encourage students to interact and work co-operatively with others and engage all students in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to students in relation to progress and achievement
- Liaise with parents and relevant external agencies to ensure best practice for targeted students
- Support students in class or groups to ensure progress and achievement

(Note: All staff in the Inclusion Department will support the inclusive ethos of the school and will work with all students that the Inclusion Department supports or as need arises to support good teaching and learning across the school.)

Supporting teachers

- Work positively and proactively with the teacher to establish an appropriate learning environment using specialist knowledge and strategies relating to targeted students
- Work with the teacher in lesson planning, evaluating and differentiating lessons/work plans as appropriate, including meeting at least once per half-term to ensure best practice for targeted students
- Monitor and evaluate students' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Undertake marking of students' work and accurately record achievement/progress and in line with schools marking policy

- Assist with the recording of achievement/progress in lessons/activities and take responsibility for keeping and updating records as agreed with the teacher.
- Provide objective and accurate feedback and reports as required, to the teacher on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour
- Liaise sensitively and effectively with parents and carers as agreed with the teacher and participate in feedback sessions and meetings with parents with, or as directed.
- Administer and assess routine tests including support with invigilation and provision of Exam Access arrangements for examinations/tests
- Provide general clerical and administration support e.g. administer coursework, produce worksheets for agreed activities etc

Supporting Curriculum and School

- Implement agreed learning activities and teaching programmes, adjusting activities according to student responses and/or needs
- Implement learning strategies, programmes and interventions (e.g. literacy, numeracy), and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Support the use of IT in learning activities and develop students' competence and independence in its use
- Help students to access learning activities through specialist support and by running small group interventions before, during or after school
- Determine the need for, prepare and maintain general and specialist equipment and resources
- Organise and manage safely the learning activities, the physical teaching space and resources for which they are given responsibility and showing care and attention generally to inclusion resources
- Proactively support the implementation of school policies and procedures relating to safeguarding, 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 to be the best they can be.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of students.
- Attend and participate in relevant meetings, training and performance appraisal processes as required.
- Recognise own strengths and areas of expertise and use these to advise and support others
- Provide appropriate guidance and supervision and assist in training and development of staff as appropriate
- Undertake planned supervision of students during school and out of school hours learning activities
- Assist with the delivery of and supervise students on visits, trips and out of school activities as required

Other Duties

- To attend relevant training/CPD sessions, inset days and twilights sessions and continue professional development as directed or required by AHT Inclusion

- To take an active role in Department reviews with external agencies, including Ofsted, the Local Authority
- To carry out all duties and responsibilities with due regard to the organisation’s existing policies, such as child protection, health and safety, equal opportunities, and data protection
- To play a full part in the life of the school community, to support its ethos and values, and to encourage staff and students to follow this example
- To actively and positively engage in the performance management process
- To be welcoming and courteous to all visitors to the school, and when representing the school in the wider community or within the scope of the role
- To undertake other duties and responsibilities as required from time to time commensurate with the grade of the post

Equal Opportunities

The School is committed to achieving equality of opportunity in its service provision and amongst the workforce. All employees are, therefore, expected to understand, comply with and promote the School’s policies in this respect and, in particular, take care not to commit any acts of unlawful discrimination.

Health & Safety

The postholder shall ensure that the duties of the post are undertaken with due regard to the Council’s, the Education, Children’s Services & Leisure Department’s, and the School’s Health & Safety Policy statements. They shall also have regard to their personal responsibilities under the provisions of the Health & Safety at Work Act 1974 and all other relevant legislation. They should, therefore, ensure that they familiarise themselves with these documents.

In general, all staff are required to take due care for their own safety and the safety of their fellow employees at all times.

Safeguarding of Children and Young People

All schools in Redbridge are committed to safeguarding and promoting the welfare of children and young people and anyone applying to work in our schools is expected to share this commitment.

I have read, understood and accept the above job description.

Last review date: May 2021

Next review date: July 2022

Headteacher’s signature: _____

Date: _____

Postholder’s signature: _____

Date: _____

Caterham High School Person Specification: TA Subject: INCLUSION

The person specification outlines the main attributes needed to adequately perform the post specified. It is intended to give prospective candidates a better understand of the post requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

Experience & Qualification	Essential	Desirable
Have achieved a qualification in English/ literacy and Mathematics/ numeracy, equivalent to at least level 2 (eg Grade C or 4 in Maths and English GCSE)	X	
Experience of working in an Autistic Spectrum Disorder Resourced Provision or a similar setting for students with ASD		X
Evidence of experience supporting students with SEND to progress in all aspects of the curriculum	X	
Experience of working the Hearing Impaired in all aspects of the curriculum		X
Experience of working with children with English as an Additional Language, in all aspects of the curriculum		X
Experience in using to BSL level 1 or Level 2		X
Successful experience of teaching students across a broad range of the attainment spectrum	X	
Willingness and ability to obtain and/or enhance qualifications and training for development in the post (eg qualifications for Autism, SEN or EAL)	X	
Knowledge and Skills	Essential	Desirable
Demonstrates a sound understanding of the qualities of good teaching and effective learning and how these can be applied to raise student attainment	X	
Demonstrates an understanding of the effective planning and delivery of a balanced curriculum	x	
Demonstrate ability to plan, assess and monitor progress	x	
Has the ability and strong commitment to working in partnership with staff and parents	X	
Can set, maintain and actively promote high standards of student behaviour and be able to respond appropriately to challenging behaviour and de-escalate behaviours for positive outcomes	X	
Able to set, implement and report on targets according to the students EHCP	X	
Personal Attributes	Essential	Desirable
Ability to deal with sensitive issues in a confidential manner	X	
Enthusiasm, commitment, hard working and a desire to make a difference	X	
Belief in the responsibility of a school to include students with a diverse range of educational needs	X	
Ability to establish positive relationships and good rapport with adults and Sixth Form students	X	
A willingness and desire to undertaken relevant training	X	
An understanding of and commitment to Equal Opportunities and diversity, and the issues affecting social, cultural, linguistic, religious and ethnic backgrounds Commitment to equal opportunities and upholding all school policies	X	
Excellent communication and listening skills and a commitment to team work	X	
Confidence in working with standard computer packages (word processing, email and spreadsheets) and supporting students in the use of ICT	X	
Efficient and effective organisational skills and an ability to prioritise and manage own workload to meet appropriate deadlines.	X	
A commitment to young people, their life chances, and being empathetic and responsive to differing needs	X	
ADDITIONAL FACTORS	ESSENTIAL	DESIRABLE

Display a knowledge of relevant legislation and guidance in relation to working with children and commitment to the protection and safeguarding of children and young people	X	
Has an understanding of Health and Safety particularly in relation to the welfare of young people	X	