

JOB PROFILE		
Department:	EDUCATION	
Job title:	TEACHING ASSISTANT	
Reports to:	ASSISTANT HEAD OF EDUCATION	
Responsible for:		
Level/Grade:	Hours of work: 30 hours per week	Salary Scale Radius scale ranges: Level 1 (R1-6), Level 2 (R7-11), Level 3 (R12-18). £15,276 - £21,665 per annum, pro-rata (£12,155 - £16,468 per annum actual)
Job Purpose:		
To take responsibility for Classroom Assistance in order to help promote effective teaching and learning for pupils. Support and supervise pupils throughout the school day.		
Level 1 - Job Description		
Key Accountabilities:		
<ul style="list-style-type: none"> • Supporting the Teacher • Support for Pupils • Assessment, Monitoring and Evaluation • Administration and Management of Resources • Other 		
Main Duties and Activities		
<ol style="list-style-type: none"> 1. Supporting the Teacher <ul style="list-style-type: none"> • To assist the teacher in the preparation of differentiated lessons and gain familiarity with the work to be covered, design appropriate teaching aides, prepare materials and the classroom to ensure an effective learning environment. • Create learning materials as agreed with the teacher to ensure maximum access to the lesson material for pupils. • To provide group and/or individual activities, planned by the teacher, working alongside the teacher according to the published timetable and for specific programmes of support to achieve learning objectives. • To reinforce and support all aspects of behavioural, social and emotional learning. • To participate in regular feedback between pupil and teacher. • To attend and contribute to staff meetings, open evenings and/or consultation evenings as required by the school. 2. Support and Management of Pupils <ul style="list-style-type: none"> • To support all pupils in their planned work in all curriculum areas, both in small group situations and individually, clarifying and explaining instructions as required to enable them to complete the work to their full ability. • Work with pupils and assist with their specific areas of learning difficulty in order to encourage independence, maintain personal confidence and enable full potential to be reached ultimately with the minimum of supervision. • Support and assist pupils advising them on strategies to deal with problems they encounter, seek appropriate professional help when necessary referring to appropriate teaching staff for advice. • Build positive relationships with pupils and provide an exemplary role model to encourage them to develop good social skills and become as independent as possible. • To liaise with teachers, care staff, social workers, external professional colleagues and parents creating an effective team sharing knowledge and information to develop knowledge and understanding of the specific needs of the pupil. • To deal with parents/ carers in cases such as: illness, mishaps, lost property etc. 3. Assessment, Monitoring and Evaluation 		

- Assist the teacher in keeping a record of events and progress, bringing issues of concern to the class teacher to ensure full pupil data is available to inform assessment and future planning.
 - To assist in keeping records of pupil progress and report achievement in line with school policy.
- 4. Administration and Management of Resources**
- To provide basic administrative duties such as photocopying, filing, arranging, management of resources, routine marking, display work, record keeping and collation of basic data.
 - To assist in the managing of classroom organisation within the framework of the teaching and learning policy with the aim of leading the pupils on a path towards independence and individual responsibility.
 - Ensure that displays of pupil's work are of a high standard and refreshed each half term and changed each term.
- 5. Other**
- To undertake break-time duties and responsibilities.
 - To keep records and carry out procedures to satisfy school policies.
 - To eat with and supervise pupils in the dining Room.
 - To take part in educational visits, camps and school journeys.
 - To contribute individual skills in practical, sporting and creative activities.
 - When qualified and approved, to drive school vehicles as required.
 - To take responsibility for own training and development, attending training courses as appropriate.
 - To undertake and other activities reasonably expected on a teaching assistant in a residential special school.

Level 1 - Job Description

Decision making

1. When to refer matters to the behaviour and inclusion leads (the Head of Inclusion, Safeguarding and Wellbeing and the Assistant Heads).
2. Which information is to be kept confidential – particularly sensitive pupil/student matters.
3. Day to day management of pupil/student behaviour in groups, socially or in a 1-1 situation.
4. When a pupil's/student's progress should be brought to the attention of teachers during the delivery of a specified programme of study.

Contacts and reasons for the contact

Teachers – to assist them in planning, preparing materials, delivering learning programmes planned by the teacher and assessing pupils' and students' progress and effectiveness of the session.

Pupils/students – to support, assist and enable them to access the curriculum to their fullest ability and to understand how special needs impact on behaviour and learning. To develop strategies to help pupils and students to overcome these barriers to learning. To care for their personal needs, maintaining dignity and respect. Encourage pupils and students to develop social and independence skills whilst providing support when it is needed.

Principal and Senior Managers – to report on actions and recommendations as a result of any responsibility for a particular area of expertise. To report any serious concerns after liaising with the teacher. To take a full part in whole school planning as part of the team.

Other staff – to work as part of a team with other classroom assistants and specialist staff such as therapists to keep them informed of areas of concern and pupils needs, particularly when handing over at the end of the session or day.

Person Specification		
Criteria		
<i>Key - Essential = E, Desirable = D, Assessed by Interview – I, Assessed by Application Form = A</i>		
Qualifications and Training		
<ul style="list-style-type: none"> GCSE English or equivalent. GCSE Maths or equivalent. Induction to learning support work – school based or LEA. NVQ 2 in learning support or similar. First aid training. Specialist accredited training such as dealing with autism, signing, language development, Specific Learning Difficulties (SpLD)/Dyslexia and others. 	E E D D D D	A A A A A A
Knowledge and Experience		
<ul style="list-style-type: none"> Experience of dealing in developing positive relationships with children and young people. Ability to work as part of a team and independently. Coaching/working with others to learn skills or knowledge in a formal or informal setting. Experience of supporting pupils with special needs to encourage independence. Experience of working in a school setting. 	E E D D D	I A, I I A A
Skills and Abilities		
<ul style="list-style-type: none"> Good organisation/prioritisation skills. Good verbal communication. Demonstrates an understanding of a specialist area of related work i.e. a curriculum area. Can demonstrate a specialist skill to support a technical area or work with pupils who have specific difficulties. Knowledge of school practices and policies for supporting pupils, in particular SEN. Ability to manage oneself and develop the role so that it contributes effectively to the work of the teacher and raises standards of attainment of pupils. 	E E D D D E	I I A A A, I I
Personal Attributes		
<ul style="list-style-type: none"> To want to make a difference to the lives of children and young people with special needs. Enthusiasm and initiative. A calm, confident and resilient approach. A good sense of humour. Empathy with children. Genuine commitment to the ethos and work at St Dominic’s School 	E E E E E	I I I I I
<p>This job description is not necessarily an exhaustive list of duties but is intended to reflect the range of duties the post-holder will perform. The job description will be reviewed regularly and may be changed in the light of experience and in consultation with the post holder.</p>		
<p>Date produced: September 2014</p>		