



Job Description

Teaching Assistant – Level 3 Grade 2C Teaching and Learning (SEND)

The post holder will report to the Child and Families Officer and SENDCo. Apart from other colleagues in the school, the main contacts of the job are Pastoral/SEND Deputy Head Teacher, teaching staff, other support staff and pupils.

Main Purpose of the Job:

Under the guidance of the SENDCo and Child and Families Officer, manage specialist provision in a specific area of the school through our Adaptive Provisions and take a lead role in addressing the needs of pupils who require help to overcome barriers to learning, including SEN support.

Deliver learning programmes and support individual pupils, small groups within the Adaptive Provision and school setting as needed.

Main Duties and Responsibilities:

To work with groups of children under the supervision of the Child and Families Officer and SENDCo including the implementation the delivery of programmes of work and implementation of Learning Support Plan through the Graduated Approach.

1. Use specialist (curricular learning) skills/training/experience to support pupils.
2. Establish good relationships with pupils, taking on role model by presenting a positive personal image and responding appropriately to individual needs.
3. Promote the inclusion and acceptance of all pupils.
4. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
5. Promote independence and employ strategies to recognise and reward achievement of self-reliance.
6. Give regular feedback on children's progress to the class teacher and file records.
7. Provide feedback to pupils in relation to progress and achievement.
8. Attend to children's personal needs, including minor first aid and provide advice on pastoral, social health, physical hygiene and welfare matters.
9. Under the direction of the teacher: adapt planning for sessions, including completing assessments using PIVATS (where appropriate)
10. Give regular feedback on children's progress to the class teacher and file records.
11. Contribute to the planning cycle, managing and preparing resources, evaluating and adjusting lessons/work plans as directed by the teacher.



12. Be responsible for keeping and updating records, information and data, producing analysis and reports as required.
13. Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
14. Undertaking marking of pupils' work and accurately record achievement/progress.
15. Provide specialist advice and guidance (SEN support) as required.
16. Liaise with parents/carers, schools and establish constructive relationships and communicate with other relevant bodies to support achievement and progress of pupils (this includes attendance at parents' meetings).
17. Contribute to the development and implementation of appropriate relational behaviour management strategies.
18. Monitor and evaluate pupil responses to learning activities through observation and planned recording of achievement against predetermined learning objectives.
19. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs, including assessment.
20. Contribute to the development of lesson/work plans.
21. Provide Curriculum / resource support and undertake programmes including those linked to local and national learning strategies.
22. Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
23. Assist pupils to access learning activities through specialist support.
24. Determine the need for, prepare and maintain general and specialist equipment and resources.
25. Ensure strategic processes are complied with to overcome barriers to learning, including e.g. relational behaviour management strategies.
26. Be aware of and comply with child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff.
27. Accompany teachers and pupils on educational visits where appropriate .



28. Assist in maintaining high standards of health and safety at all times.
29. Maintain good relationships with colleagues and work together as a team.
30. Be aware of, support difference, and ensure all pupils have equal access to opportunities to learn and develop.
31. Contribute to the overall ethos/work/aims of the school.
32. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
33. To converse at ease and provide advice in accurate spoken English is essential for the post.
34. Provide appropriate support over lunchtime to children through either Quiet Lunch or similar.

All elements of Specified Teaching Work undertaken by the postholder will be within the framework of the school's Scheme of Supervision in line with the 2003 Regulations and (amended Regulations 2007. In addition to HLTAs, the Regulations cover other groups of support staff who undertake 'specified work' at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. Headteachers will ensure that the support staff member has the skills, experience and expertise required to carry out 'specified work'. Where more demanding aspects of 'specified work' are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the headteacher should have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise.

The Teaching Assistant must carry out his or her duties with full regard and commitment to the Governing Body and City Council Policies.

Where the postholder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.