**JOB DESCRIPTION**

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| **JOB TITLE:**  | Teaching Assistant  |

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| **JOB PURPOSE:**To work under the guidance of designated teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. Staff may also supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task, responding to questions and generally assisting pupils to undertake set activities.Students at Tameside Pupil Referral Service have either been permanently excluded from mainstream school or they have Education, Health and Care Plans in the area of social, emotional and mental health difficulties. These students will be the most challenging in the borough of Tameside. They may be violent, aggressive, oppositional and disaffected: they may have mental health problems: they may use foul and offensive language: they may be withdrawn, troubled and victimised. |

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| **KEY TASKS – Support for Pupils** |
| 1. | Establish rapport and respectful, trusting relationships with pupils, acting as a role model and setting high expectations. |
| 2. | Supervise, assist and support pupils, including those with EHCPs for Social, Emotional and Mental Health Difficulties, to access learning activities, through your knowledge of the curriculum and knowledge of how pupils learn. |
| 3. | The role may include supporting and implementing pupil’s personal programmes, relating to social, health, physical, hygiene and welfare matters, and appropriate communication methods.  |
| 4. | To ensure safety, welfare and personal care are attended to with dignity, empathy and respect. The pupils may also need assistance to access different areas of the school. Following appropriate training, administer first aid to pupils in line with school procedures. |
| 5. | To support the pupils with eating and drinking, following feeding and swallowing training appropriate to the pupil who is being supported. |
| 6. | Promote inclusion and acceptance of all pupils by encouraging them to interact with each other and to engage in activities led by the teacher. |
| 7. | Support the effective use of ICT in learning activities and develop pupils’ competence and independence in its use. |
| 8. | Contribute to the development and implementation of Individual Education Plans, Behaviour Plans and activity-based risk assessments (including off site activities) in line with health & safety policy. |
| 9. | Promote self esteem and independence, and employ strategies to recognise and reward achievement of self-reliance. |
| 10. | Provide specific feedback in discussion with pupils on their progress and achievement, in line with school policy. |
| 11. | Provide support for pupils being reintegrated and/or transition which may include visits to mainstream settings and outreach support, which could include home tuition (with appropriate risk assessment) .  |
| KEY TASKS – Support for teachers |
| 12. | Liaise sensitively and effectively with parents and carers as agreed with the teacher within your role/responsibilities and participate in feedback sessions/ meetings with parents under direction from a teacher. |
| 13. | Assist in developing and maintaining a positive link between the school and the pupil’s homes and to further establish and maintain regular contact with the families/carers of pupils being educated at the school. This may involve home visits and attendance at multi-agency meetings. |
| 14. | Work with the teacher to plan and implement lessons/activities, evaluating and adjusting lesson work / plans according to pupils’ learning styles and individual needs and to meet pre-determined learning objectives. |
| 15. | Contribute to the setting up and on-going delivery of local and national learning strategies, across the key stages relevant to your setting, effectively utilising all alternative opportunities to support extended development of pupils’ skills. |
| 16. | Monitor and evaluate pupils’ responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives. Provide objective and accurate feedback and reports as required on pupil achievement, progress, and other matters, ensuring availability of appropriate evidence.  |
| 17. | Undertake routine marking of pupils’ work and accurately record achievement/progress using an explicit mark scheme that does not require interpretation. Invigilate tests and examinations as required. |
| 18. | Be responsible for keeping and updating records in a format agreed with the teacher, contributing to reviews / systems of records and systems as necessary. |
| 19. | Collate pupil reports in liaison with the teacher, inputting data as required. |
| 20. | Create and maintain an appropriate learning environment in liaison with the teacher. |
| 21. | Assist with the display of pupils’ work. |
| 22. | Determine the need for, prepare and maintain general and specialist equipment and resources.  |
| 23. | Provide clerical support for teachers, e.g. photocopying, filing, record-keeping, collecting money, checking of deliveries and placing goods in stock and. maintaining records of stock; administering coursework, production of work sheets for agreed activities. |
| KEY TASKS – Support for the School |
| 24. | Promote positive values, attitudes and good pupil behaviour. Anticipate and manage promptly with challenging behaviour, conflicts and incidents whilst encouraging pupils to take responsibility for their own behaviour, in line with established school policies, e.g. the use of team-teach. |
| 25. | Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of pupils. |
| 26. | To transport pupils to enable them to access a broad and balanced curriculum and ensure clear relationships between home/school liaison. (Following specific training and appropriate checks on own vehicle and insurance) |
| 27. | Lead activities outside the classroom, including activities outside normal hours, with groups of pupils, which may necessitate sole responsibility, and/or assist other Activity Leaders, outside the classroom with larger groups or whole classes. (If this is an agreed part of the working pattern) |
| 28. | Accompany teaching staff/HLTA and pupils on visits, trips and out-of-school activities as required and take responsibility for a group under the supervision of a teacher/HLTA. |
| 29. | Act as cover, supervising whole classes occasionally, during short-term, unforeseen absence of teachers. Maintain good order and keep pupils on task. Respond to pupils’ questions and generally assist pupils to undertake set activities. |

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| STANDARD DUTIES |
| 1. | To understand the importance of inclusion, equality and diversity, both when working with pupils and with colleagues, and to promote equal opportunities for all. |
| 2. | To uphold and promote the values and the ethos of the school. |
| 3. | To implement and uphold the policies, procedures and codes of practice of the School, including relating to customer care, finance, data protection, ICT, health & safety, anti-bullying and safeguarding/child protection. |
| 4. | To take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school, e.g. challenging a stranger on the premises. |
| 5. | To participate and engage with workplace learning and development opportunities, subject to the school’s training plan, working to continually improve own performance and that of the team/school. |
| 6. | To attend and participate in relevant meetings as appropriate. |
| 7. | To undertake any other additional duties commensurate with the grade of the post. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not have been identified; therefore employees will be expected to comply with any reasonable request from a manager, including hoc projects, to undertake work of a similar level that is not specified in the job description |

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| **CONTACTS:**Colleagues working within the School, Pupils, Parents/relatives/carers, Peripatetic services, Educational Psychologists and other education or health care professionals, Governors |

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| RELATIONSHIP TO OTHER POSTS IN THE DEPARTMENT: |
| **RESPONSIBLE TO:**  | Class Teacher/ HLTA |
| **RESPONSIBLE FOR:**  | Not Applicable |

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| **SPECIAL CONDITIONS:**Enhanced Disclosure and Barring Service disclosures required The post is based at Tameside Pupil Referral Service, which operates on a split site basis. Staff could be required to work at any of the school sites including off site provision.Due to split site arrangements, the post holder must have a valid driving licence and be willing and able to travel between sites during the working day as may be required. |

**PERSON SPECIFICATION**

**Job Title:** Teaching Assistant – Level 3

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|  | **Selection criteria** **(Essential)** | **Selection criteria** **(Desirable)** | **How Assessed** |
| Education & Qualifications | Literacy and Numeracy skills equivalent to Level 2 of the National Qualification & Credit Framework  | NVQ 3 for Teaching Assistants or equivalent qualification or experience Driving licence free from significant endorsementTeam-teach trainingTraining in relevant learning strategies e.g. literacy/ Key Stage 3 and/or training in a particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc Paediatric First Aid certificate | AF / I(bring certificate to interview)AF / IAF / IAF / I |
| **Experience** | Experience of working with children in an educational setting who may have different individual needs, including special educational needs, and learning stylesExperience of preparing/contributing to resources to support learning programmes Experience of effectively using ICT and other technology, and resolving straightforward problems in their operation |  | AF / IAF / IAF / I |
| **Skills & Abilities** | Interpersonal skills to build and maintain effective relationships with all pupils and colleaguesCommunication skills to liaise sensitively with parents and carersCreative skills to contribute to and adapt learning activities relating to the National Curriculum and other learning objectives To promote a positive ethos and good role modelTeam-work skills to work collaboratively with colleagues, understanding classroom roles and responsibilities and your own position within theseTo continually improve own practice/knowledge through self evaluation and learning from others |  | AF / IAF / IAF / IAF / IAF / IAF / I |
| **Knowledge** | Knowledge of relevant policies/codes of practice/ and awareness of relevant legislation and the responsibilities of the role within these for promoting pupils’ welfareUnderstanding of the principles of child development and learning processesUnderstanding of equal opportunities and inclusion and how it applies in a school settingUnderstanding of how safeguarding and confidentiality are important when working with children and young people | Knowledge of a Community language, e.g. British Sign Language, Urdu or Polish Knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies | AF / IAF / IAF / IAF / IAF / I |
| Work Circumstances | To work flexibly as the workload and needs of the pupils demandTo travel and work at other locations/schools as may be requiredOccasional out of hours working to support school functions |  | III |

*Abbreviations:* AF = Application Form; I = Interview.

**NB. - Any candidate with a disability who meets the**

**essential criteria will be guaranteed an interview**