

JOB DESCRIPTION

JOB DETAILS:

Job Title: Teaching Assistant - (Supporting and Delivering Learning) Level 3
Grade: 2C SCP 12 – 17 (13 and 16 not used) + SNA2
Directly responsible to: Headteacher

Supervisory responsibility for:

Hours of Duty: Up to 33.5 hrs per week TTO + 5 training days

Summary of Role:

To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom.

To work with teachers to support the learning, educational progress and inclusion of pupil/s (or student/s) with a visual impairment, with the aim of narrowing any attainment gap they have with their fully sighted peers on entry to school.

To give assistance to pupil/s (or student/s) with a visual impairment so that they can access the curriculum, participate in learning, experience a sense of achievement and develop independence in learning and other aspects of school life.

Main Duties and Responsibilities/Accountabilities:

Supporting the Teacher in the Planning, Delivery and Evaluation of Lessons

1. Work in partnership with the teacher in the planning of lessons including the adaptations, materials and direct support that visually impaired pupils will need to be included and make progress.
2. Support the delivery of learning by:
 - Providing direct support as agreed with the teacher (and QTVI). This may include pre-tutoring support to ensure pupils have the necessary knowledge and familiarity with the resources, skills and concepts to be used in the lesson. It may also involve post-tutoring to check understanding, and reinforce key learning points.
 - Adapting resources and teaching materials as necessary so that the pupil is able to access the key points of a lesson and achieve the objectives set for him or her, as far as possible independently.
 - Developing skills in the use of specialist formats (e.g. Braille) as appropriate.
 - Supporting the pupil in participating in class teaching activities, providing support to groups as appropriate to encourage independence and social interaction.
 - Using praise, assistance and encouragement to motivate the pupil and to help them stay on task.
 - Supporting the pupil's understanding of any follow up tasks set by the teacher.
 - Overseeing the VI pupil's work in practical activities where safety is a consideration.
3. Support the teacher in evaluating the VI pupil's learning and access by:
 - Providing constructive feedback to the teacher on the how the VI pupil has responded to the lesson.
 - Discussing with the teacher any difficulties experienced in providing the support the pupil needed.
 - Providing information on how well the child is engaging in the lesson, any difficulties they appear to be experiencing, work they find relatively easy and work they find more difficult.

Implementing Individual Learning Programmes for Pupils

4. Support the development and implementation of individual learning programmes focused on delivering priority learning targets for pupils. (These might include work in the areas of functional vision, concept formation, language and literacy skills personal, social and emotional development as required). This will be achieved by:
- Working with the SENCO, class teacher, and QTVI and other specialists where appropriate to plan and agree the programme which contains clear, challenging but achievable objectives for the pupil.
 - Reinforcing mobility and independence skills under the guidance of a pupil's mobility specialist.
 - Providing feedback to relevant colleagues about the pupil's progress towards targets and the effectiveness of the programme in securing this and the pupil's engagement.

Observing and Reporting on Pupil Progress

5. Observe and report on pupil progress, gathering information about their knowledge, skills and understanding, including their progress towards targets, to support teachers in re-assessing need, evaluating teaching strategies and interventions, setting new learning targets and formulating new learning plans.

Using Technology to Support the Pupil's Learning

6. Support the use of technology and optical aids to promote the pupil's learning by:
- Checking that any equipment used by the pupil is functioning properly and ensuring any problems are dealt with as quickly as possible.
 - Developing skills in the use of specialist equipment used by a VI pupil, including software applications.
 - Supporting the pupil and staff in the use of technology, encouraging the pupil to use the equipment independently.

Supporting Children's Emotional and Social Development

7. Support the pupil's social and emotional development by:
- Supporting positive behaviour, giving praise and encouragement as appropriate to build confidence and self-esteem.
 - Providing support to enable the pupil to have the opportunities to participate in all school activities, to make choices and take decisions for themselves.
 - Observing how the pupil expresses their feelings and emotions and relates to others and feedback to the teacher and/or SENCO, recording any findings accurately.

Learning Environment

8. Work with colleagues to ensure the classroom provides a good learning environment for a VI pupil, paying particular attention to lighting, layout and auditory factors.

Liaising with Parents

9. Support teaching staff and SENCOs discharge their responsibility in involving parents by providing information on the pupil's engagement with learning and interactions with other pupils and helping to maintain home-school liaison records.

Continuing Professional Development

10. Participate in training and other learning activities to develop the competencies to effectively support VI pupils and to ensure knowledge and skills are kept up to date.

Supporting the School

11. 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 in the schools in which work is undertaken.
12. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
13. Contribute to the overall ethos/work/aims of the schools in which work is undertaken.
14. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
15. Attend and participate in regular meetings.
16. Participate in training and other learning activities as required.
17. Recognise own strengths and areas of expertise and use these to advise and support others.
18. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.

Review Arrangements:

The details contained in this Job Description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, the council will expect to revise this Job Description from time to time and will consult with the postholder at the appropriate time.

Date Job Description prepared/revised: January 2022

Prepared by: Victoria McRae

Agreed by Postholder: _____

PERSON SPECIFICATION

KEY QUALIFICATIONS/KNOWLEDGE/SKILLS/EXPERIENCE REQUIREMENTS

Note to applicants

Whilst all criterions below are important, those under the **Essential** heading are the key requirements. You should pay particular attention to these areas and provide evidence of meeting them. Failure to do so may mean that you will not be invited for interview.

Essential	
Experience:	<ul style="list-style-type: none">• Experience of working with children of relevant age.• Experience of working with pupils with additional needs.
Qualifications/Training:	<ul style="list-style-type: none">• Very good literacy/numeracy skills (equivalent to NVQ 2).• NVQ 3 for Teaching Assistants or equivalent qualification or experience.• Training in relevant strategies in working with pupils with additional needs.• Willingness to undertake further training specific to the role and to VI.
Knowledge/Skills:	<ul style="list-style-type: none">• A strong interest in learning more about vision impairment and a passion for supporting pupils with sight loss to achieve their full potential.• An understanding of principles of child development and learning processes.• An interest in developing relevant learning programmes/strategies to support learners with VI.• Can use own initiative and take responsibility for making decisions in agreement with the class teacher.• Can use ICT effectively.• Can relate well to children and adults.• Can work constructively as part of a team, understanding classroom roles and liaising with external agencies.• Clear communication skills.
Desirable	
Experience:	<ul style="list-style-type: none">• Experience of working with pupils with VI.
Qualifications/Training:	<ul style="list-style-type: none">• Braille certificate/qualification• Appropriate First Aid training
Knowledge/Skills:	<ul style="list-style-type: none">• Experience of using equipment/technology specific to supporting pupils with VI.• Experience of modifying classroom tasks and resources to meet the needs of a pupil with VI.