

# Smithills School

## JOB DESCRIPTION



Department	LEARNING SERVICES/PASTORAL TEAM
Job Title	TEACHING ASSISTANT LEVEL 4 WITH A FOCUS ON SOCIAL, EMOTIONAL AND MENTAL HEALTH
Grade	GRADE F £23,836 - £26,999 PA PRO RATA+ SEN ALLOWANCE PRO RATA 30HRS PER WEEK TERM TIME ONLY + 5 INSET DAYS
Primary Purpose of the Job	<p>To work with and supervise individuals and groups of children under the direction/instruction of teaching &amp;/or senior staff.</p> <p>To contribute to the planning of lessons &amp; resources that will support pupils' learning.</p> <p>To support and reinforce classroom management, behaviour techniques and lesson protocols.</p>
Responsible to	SENCO/DEPUTY VICE PRINCIPAL PASTORAL
Responsible for	Allocated Teaching Assistants
Principal Responsibilities	Provide support for the pupil, teacher, curriculum and the school

### MAIN DUTIES

#### SUPPORT FOR THE PUPILS

- To carry out SEMH assessments such as Boxhalls to ensure there is a targeted approach when delivering interventions.
- To implement behaviour modification interventions specific to issues raised by SENCo/ Vice Principal with particular focus on students with emotional or mental health issues.
- To support the holistic progress of individuals and small groups by facilitating emotional and behavioural support using a variety of intervention strategies.
- To deliver programmes of specific intervention e.g. mental and emotional health, self-esteem, anger management, self-awareness etc. to groups and individuals.
- To work with students to improve punctuality, levels of attendance and to ease a return to school following prolonged absence.
- To lead on Early Help Assessments ensuring that there is progress towards clear goals.
- To plan and deliver to groups/individuals whose behaviour can be challenging.
- To assess the needs of pupils through individually tailored key performance indicators.
- To ensure pupils in Pathways and mainstream make progress.
- To work closely with the pastoral team and current TA4 to support our most challenging pupils.
- To support pupils who have returned to mainstream from Pathways.

- To develop positive relationships with individuals/groups of pupils, and their families.
- To work predominantly in mainstream; ensuring pupils receive tailored support to meet their needs.
- To plan and deliver to groups of pupils in a curriculum area under the direction of the relevant subject leader(s)
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
- Develop and implement individual and group learning plans.
- Provide feedback to pupils in relation to progress and achievement.
- Establish productive working relationships with all pupils, acting as a role model and setting high expectations.
- Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Provide consistent support to all pupils, responding appropriately to individual needs.
- Promote inclusion and acceptance of all pupils.
- Use data to establish interventions in mainstream (following the 'plan, assess, do, review' model) for those pupils who require additional support.

#### SUPPORT FOR THE TEACHER

- Produce lesson plans, worksheets, learning objectives within an agreed system of supervision
- Effectively contribute to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.
- Use teaching and learning objectives to plan challenging targets and to evaluate and adjust lesson/work plans as appropriate within agreed systems of supervision.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Support the role of parents in their child's learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- 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.
- Be responsible for keeping and updating records in agreed format with the teacher, contributing to reviews of systems/records as requested.
- Administer and assess/mark tests and accurately record achievement/progress and invigilate exams/tests.
- Establish a clear framework for pupil discipline, anticipate and manage pupil behaviour constructively, promoting self-control and independence in line with established school policy.

#### SUPPORT FOR THE CURRICULUM

- Deliver learning activities/programmes, adjusting activities according to pupil learning styles and individual needs within agreed system of supervision.

- Support the delivery of literacy/numeracy programmes, effectively utilising all alternative learning opportunities to support extended development.
- Use ICT effectively in learning activities, the preparation of resources and to develop pupils' competence and independence in its use.
- Assist pupils to access learning activities through specialist support in specific curriculum area.
- Select and prepare required resources to lead learning activities, taking account of pupils' interest, language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

#### SUPPORT FOR THE SCHOOL

- To work closely with the class teacher and any external professionals as appropriate, to deliver any special programme designed for the pupil(s) and to undertake such training as necessary.
- To plan and deliver staff training.
- Comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned).
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the school ethos, aims, objectives and improvement plans.
- Attend and participate in regular meetings as required.
- Participate in training and other learning activities and personal development, as required.
- Establish own best practice and lead specialist area and use to support others.
- Assist with the planning of opportunities for pupils to learn in out-of-school contexts, according to school policies and procedures and within working hours.
- Contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend in school activities.
- To accompany pupils on school visits, trips and out of school activities, as required.
- On occasion to accompany staff on home visits.
- On occasion to provide cover for teacher absence.
- To undertake lunch duty as required.

#### LINE MANAGEMENT RESPONSIBILITIES

- Manage a team of Teaching Assistants, inclusive of central liaison point and deployment of resources.
- Ensure effective team communication, Teaching Assistant induction, development and appraisal.

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

Date Job Description prepared

December 2019



# SMITHILLS SCHOOL

## PERSON SPECIFICATION



Job Title      TEACHING ASSISTANT LEVEL 4

MINIMUM ESSENTIAL REQUIREMENTS	METHOD OF ASSESSMENT
1. Skills, Competency and Knowledge	
1.1 Ability to work effectively within a team environment, understanding classroom roles and responsibilities	Application Form/Interview
1.2 Ability to build effective working relationships with all pupils and colleagues	Application Form/Interview
1.3 Ability to work within a team of staff, ensuring effective communication and deployment	Application Form/Interview
1.4 Ability to contribute to the Care, Guidance and Support through the House structure	Application Form/Interview
1.5 Ability to promote a positive ethos and role model positive attributes	Application Form/Interview
1.6 Ability to adapt own approach in accordance with student needs	Application Form/Interview
1.7 Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate	Application Form/Interview
1.8 Demonstrate excellent behaviour management techniques	Application Form/Interview
1.9 Ability to continually develop and extend own working practices	Application Form/Interview
1.10 Understanding of safeguarding principles and safe working practices, and to be able to set in motion appropriate procedures according to the school setting/policies	Application Form/Interview
1.11 Demonstrate the potential to contribute to the departmental team	Interview
1.12 Excellent personal Literacy and Numeracy skills	Application Form/Interview
1.13 Advanced understanding of national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc.	Application Form/Interview

1.14	Understanding of principles of child development, learning styles and independent learning	Application Form/Interview
1.15	Minimum 4 years' experience of working with children in an educational setting (within specified age range/subject area)	Application Form
1.16	Working knowledge of relevant policies/codes of practice/legislation	Application Form/Interview
1.17	Understanding of statutory frameworks relating to teaching and learning	Application Form/Interview
1.18	Understanding of inclusion, especially within a school setting	Application Form/Interview
1.19	Experience of resources preparation to support learning programmes	Application Form/Interview
1.20	Effective use of ICT to support learning	Application Form/Interview
1.21	Valuing Diversity - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people's strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage.	Application Form/Interview
1.22	Caring for Customers - Listen and respond to customer need, seek out innovative ways of consulting service users and engaging partners. Network with others to develop services for the benefit of the service users	Application Form/Interview
1.23	Developing Self and Others - Ability to question, and request right training and development that links to the post, to seek opportunities that add to skills and knowledge, to respond positively to opportunities that arise. And to support others' learning and share learning with others	Interview
1.24	Health and Safety - The ability to identify risk to self and others when undertaking work activities and appropriate actions needed to minimise risk.	Interview
1.25	Confidentiality - To acknowledge the need to maintain confidentiality at all times and to become aware of the National, Council and school/setting policies on Confidentiality, and the management and sharing of information.	Interview

2. Experience/Qualifications/Training etc.		
2.1	At least a level 2 qualification in Maths and English (GCSE grade C or above or equivalent).	Application Form / Certificates       Application Form & Interview
2.2	Teaching degree, degree, HLTA or NVO Level 3 with the requirement to work towards the HLTA qualification.	
2.3	Experience of working with students with challenging behaviour	

3. Work Related Circumstances – Professional Values & Practices		
3.1	High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements	Application Form & Interview
3.2	Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners	Application Form & Interview
3.3	Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work	Application Form & Interview
3.4	Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice	Application Form & Interview
3.5	Able to liaise sensitively and effectively with parents and carers recognising their role in student learning	Application Form & Interview
3.6	Able to improve their own practice through observations, evaluations and discussion with colleagues.	Application Form & Interview

Date Person Specification prepared

March 2016