

**JOB DESCRIPTION**

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| **Job Title** | Teaching Assistant level 3 – Communication and interaction |
| **Grade** | GRADE 5 SCP 21 - 25 |
| **Primary Purpose of the Job** | * Mentor students to identify specific learning needs
* Coordinate learning targets for students with SLCN / ASD needs
* In liaison with teaching staff, provide suitable programmes of academic and social education for pupils with SLCN needs and ASD
* To support individuals/groups of pupils within learning support
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| **Responsible to** | Director of Inclusion: SENCO |
| **Principal Responsibilities** | Provide support for the student, teacher, curriculum and the school |

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| **MAIN DUTIES** |
| **SUPPORT FOR THE STUDENTS*** To promote inclusion and acceptance of all pupils
* Maintain a disciplined and controlled environment in which students will be both required and enabled to work hard and complete a set package of work as part of a personalised intervention programme, including personalised learning plans and personalised timetables
* Prepare individual programmes to address learning, communication, emotional or social difficulties and deliver a targeted range of interventions with evaluated outcomes to meet individual needs
* Input data regarding interventions on the school provision map
* Monitor and evaluate students’ response and progress against action plans through observation and planned recording
* Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure
* Liaise with parents/carers, through identified meetings, advising them on the intervention programme for their child and how they would be kept informed of progress
* Reengage pupils with mainstream education
* Plan and evaluate programmes of support for the reintegration of students to class
* Foster home/school liaison and partnership with other relevant agencies
* Plan/deliver/evaluate specific interventions to aid learning for vulnerable students
* Complete all necessary administration work
* Track pupil academic/behaviour progress using the schools tracking systems

**SUPPORT FOR THE TEACHER*** To be responsible for the preparation and production of suitable classroom materials
* Coordinate and evaluate targets; Liaise with parent’s/carers
* Contribute to written reports, including EHCP reviews
* Complete a brief daily report for each student and log information on the pupils PERSONALISED PROVISION MAP
* Produce a summary report at the end of interventions and circulate as required
* Provide objective and accurate feedback and reports as required, on student achievement, progress and other matters, ensuring the availability of appropriate evidence
* Preparation and delivery of agreed activities such as off site visits or sports activities
* Supervision of pupils at lunch/break times, as required
* Liaise with teaching staff regarding strategies to support individual needs

**SUPPORT FOR THE CURRICULUM*** Deliver learning activities/programmes, adjusting activities according to student learning styles and individual needs within agreed system of supervision
* Use ICT effectively in learning activities, the preparation of resources and to develop students’ competence and independence in its use
* Assist students to access learning activities through specialist support in specific curriculum area
* Select and prepare required resources to lead learning activities, taking account of students’ interest, language and cultural backgrounds
* Advise on appropriate deployment and use of specialist aid/resources/equipment

**SUPPORT FOR THE SCHOOL*** Be aware and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
* Contribute to the overall ethos/work/aims of the school
* Appreciate and support the role of other professionals
* To attend meetings and participate in training opportunities and professional development as required, for example ELKLAN and/ or ASD awareness
* Attend and participate in relevant meetings, as required
* Participate in training and other learning activities and personal development, as required
* Recognise own strengths and areas of expertise and use these to advise and support others
* Implement planned supervision of students out of lesson times e.g. homework clubs/extra-curricular activities
* To accompany students on school visits, trips and out of school activities, as required
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| **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/updated** | March 2019 |
| **Job Description prepared by** | Mrs C Fernside |



**PERSON SPECIFICATION**

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| **Job Title** | Teaching assistant level 3 – Communication and interaction |

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| **MINIMUM ESSENTIAL REQUIREMENTS** | **METHOD OF ASSESSMENT** |
| **1. Skills and Knowledge** |
| 1.1 | Ability to provide effective support during learning activities through use of appropriate strategies to motivate and challenge pupils | Application Form/Interview |
| 1.2 | Ability to interact with, listen to and positively encourage pupils to learn | Application Form/Interview |
| 1.3 | Ability to deal with and respond calmly and promptly to incidents, safeguarding issues and challenging behaviour, in accordance with role and responsibilities | Application Form/Interview |
| 1.4 | Excellent numeracy & literacy skills (Minimum GCSE or equivalent in English and Maths) | Application Form/Interview |
| 1.5 | Ability to supervise children and young people safely, adapting the learning environment where required according to needs, abilities and agreed procedures | Application Form/Interview |
| 1.6 | Ability to apply agreed behaviour strategies, responding appropriately to incidents in accordance with role and responsibilities | Application Form/Interview |
| 1.7 | Ability to provide constructive feedback on a range of issues to colleagues and other professionals | Application Form/Interview |
| 1.8 | Ability to communicate effectively with young people and adults, adapting communication styles and approaches to individual needs, abilities and situations. Ability to foster positive relationships between young people and with other adults and to recognise and encourage resolution of issues | Application Form/Interview |
| 1.9 | Ability to work effectively as part of a team through information sharing, feedback, problem resolution and support | Interview |
| 1.10 | Ability to use self-evaluation and reflection to learn and develop practice | Application Form/Interview |
| 1.11 | Understanding of inclusion specifically Speech Language and Communication and / or Autism support in an educational setting | Application Form/Interview |
| 1.12 | Experience of resources preparation to support learning programmes | Application Form/Interview |
| 1.13 | Ability to operate ICT resources effectively | Application Form |
| 1.14 | Ability to plan and deliver teaching and learning activities to complement , reinforce or extend teaching and learning | Application Form/Interview |
| 1.15 | Ability to structure learning activities, select and prepare learning resource with due regard for ability, inclusion and diversity | Application Form/Interview |
| 1.16 | **Customer Care -** 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 |
| 1.17 | **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 |
| 1.18 | **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 | Application Form/Interview |

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| **2. Experience/Qualifications/Training etc** |
| 2.1 | At least a level 2 qualification in Maths and EnglishDesirable additional qualification in Speech, Language and communication and/or Autism Teaching degree, HLTA or required to work towards the HLTA qualification | Application Form / Certificates |
| **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 pupil learning | Application Form & Interview |
| 3.6 | Able to improve their own practice through observations, evaluations and discussion with colleagues | Application Form & Interview |

**STAGE 2** Will only be used in the event of a large number of applicants meeting the minimum essential requirements

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| 2.1 | ELKLAN TrainingCYGNET / Early Bird  | Application Form & Interview |

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| Note to Applicants**: Please try to show in your application form, how best you meet these requirements** |

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| **Date Person Specification prepared/updated** | March 2019 |
| **Person Specification prepared by** | Mrs C Fernside |