



JOB DESCRIPTION

Job Title	TEACHING ASSISTANT LEVEL 3 SEN WITH A FOCUS ON NUMERACY PROVISION
Grade	GRADE E £21,748 - £24,491 PER ANNUM PRO RATA 35HRS PER WEEK TERM TIME ONLY, PLUS 5 DAYS. ACTUAL STARTING SALARY AT POINT 11 £17897.00 PER ANNUM
Primary Purpose of the Job	To work with the SENCO and teaching staff to develop best practice for SEN children and in particular pupils with numeracy difficulties. To work with and supervise individuals and groups of children under the direction/instruction of teaching &/or senior staff, inclusive of specific individual learning needs, enabling access to learning for all pupils. Provide specialist support in specific curricular/resource areas.
Responsible to	SENCO
Responsible for	Allocated Teaching Assistants
Principal Responsibilities	Provide guidance and support for the pupil, teacher, curriculum and the school with a focus on numeracy.
Desirable	To have experience of leading numeracy focused group work.

MAIN DUTIES

SUPPORT FOR THE PUPILS

- To assess the needs of pupils through individually tailored key performance indicators.
- To ensure practices are in place so pupils with SEND in mainstream classes make progress.
- 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, taking into account strategies provided by outside agencies.
- To plan and deliver to small groups of pupils in a curriculum area under the direction of the relevant subject leader(s)
- Provide consistent provision and use detailed knowledge and specialist skills to support pupils' learning in a range of subjects.
- Develop and implement passports and individual 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 for values achievement within established school procedure.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- 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.
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities

SUPPORT FOR THE TEACHER

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of those with SEND.
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance and pass observations and strategies on to the class teacher.
- Direct the work, where relevant, of other adults in supporting learning for pupils with SENDs.
- Contribute to lesson plans, resources, success criteria 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 outcomes to plan challenging targets for SEND pupils 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 success criteria.
- 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 and SENCo 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 and SENCo, 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.
- To cover and lead class teaching (in agreement with the SENCo) as and when appropriate
- Undertake any other relevant duties given by the class teacher

SUPPORT FOR THE CURRICULUM

- Plan and deliver learning activities/programmes, adjusting activities according to pupil learning styles and individual needs within agreed system of supervision.
- Support the delivery of SEND 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 applying specialist support in specific curriculum areas.
- 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.
- Promote inclusion and deliver training in department meetings.
- 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 values, aims 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 on specialist areas 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 TA2 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

Oct 2021

SMITHILLS SCHOOL

PERSON SPECIFICATION



Job Title TEACHING ASSISTANT LEVEL 3

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
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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
2.2	Teaching degree, degree, HLTA or NVQ Level 3 with the requirement to work towards the HLTA qualification.	
2.3	Experience of working with students with challenging behaviour	Application Form & Interview

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

January 2016