

<b>TITLE OF POST:</b>	<b>Teaching Assistant</b>
<b>GRADE:</b>	<b>Scale 4</b>
<b>DATE OF APPOINTMENT:</b>	<b>ASAP</b>
<b>LINE MANAGER:</b>	<b>SENDCo</b>
<b>HOURS:</b>	<b>36 hours per week, term-time only (plus up to 5 staff development days), total 39 weeks</b>

**PURPOSE OF JOB:**

To work under the direct instruction / guidance of teaching staff and SENDCo and deputy SENDCo to undertake work / care / support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

**MAIN RESPONSIBILITIES:**

**Support for Pupils**

- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Assist with the development and implementation of Individual Education / Behaviour Plans and Personal Care programmes
- Attend to the pupil's personal needs and implement related personal programmes, including social, health, physical, medical, hygiene and welfare matters
- Supervise and support pupils ensuring their safety and access to learning
- Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs
- Promote the inclusion and acceptance of all pupils
- Encourage pupils to interact with others and engage in activities led by the teacher
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher

**Support for Teachers**

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Assist with the planning of learning activities
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Establish constructive relationships with parents/carers
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work
- Provide clerical/administrative support, e.g., photocopying, word processing, filing. etc

**Support for the Curriculum**

- Assist in the preparation and development of agreed curriculum activities
- Undertake programmes linked to local and national learning strategies e.g. literacy and numeracy, recording achievement and progress and feeding back to the teacher
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use

**GENERAL:**

1. Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. Ensuring all students have equal access to opportunities to learn and develop.
3. Contributing to the overall ethos/work/aims of the school.
4. Supporting the use of ICT in learning activities and developing students' competence and independence in its use.
5. Establishing good relationships with students, acting as a role model, being aware of, and responding appropriately to individual needs.
6. Promoting the inclusion and acceptance of all students
7. Encouraging students to interact with others and engage in activities led by the teacher.
8. Setting challenging and demanding expectations and promote self-esteem and independence.
9. Promoting good behavior, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behavior.
10. Establishing constructive relationships with parents/carers.
11. Participating in appropriate training to support the fulfilment of the role and/or its further development.
12. Participating in general responsibilities of all staff.
13. Appreciate and support the role of other professionals
14. Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of a teacher
15. Assist with the supervision of pupils out of lesson times
16. Attend relevant meetings as required

The post holder will be expected to undertake such tasks as are commensurate with the position and on the direction of the Head Teacher.

Barnhill Community High is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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<b>PERSON SPECIFICATION</b>	<b>Essential</b>	<b>Desirable</b>	<b>Process</b>
<b>Qualifications &amp; Experience:</b> <ol style="list-style-type: none"> <li>TEFL, TESOL or CELTA</li> <li>Level 2 Qualifications in Numeracy and Literacy.</li> <li>NVQ 3 for Teaching Assistants or equivalent qualification.</li> <li>Experience of working with students who have additional languages within relevant age groups in a learning environment</li> </ol>	E E	D D	App App App App
<b>Professionalism and Teamwork</b> <ol style="list-style-type: none"> <li>Ability to be a constructive member of a cohesive and harmonious team by building positive relationships with colleagues and managers.</li> <li>Ability to be flexible in approach in order to support the work of the whole team.</li> <li>Understand and respect social, cultural, linguistic, religious and ethnic backgrounds.</li> <li>Ability to build and maintain successful relationships with students, treating them with respect and consideration.</li> <li>Demonstrate a commitment and ability to raise educational achievement for all students and to promote positive values, attitudes and behaviour.</li> <li>Demonstrate a willingness and ability to improve own practice through evaluation, observation and discussion with colleagues, mentors and Line Managers and to act on feedback.</li> </ol>	E E E E E E		Int Int App Int App Int
<b>Knowledge, Understanding and Skills</b> <ol style="list-style-type: none"> <li>Appropriate numeracy, literacy and ICT skills</li> <li>Awareness of the barriers faced by students from ethnic minority backgrounds, including children of a refugee background.</li> <li>Working knowledge of national curriculum and other relevant learning programmes.</li> <li>Awareness of how children learn and in particular, barriers to learning.</li> <li>Ability to plan effective support for identified students.</li> <li>Knowledge of one or more of the key EAL communities within the school and ability to communicate with those communities</li> <li>Understand the roles of parents and carers in students' learning and development and demonstrate skills to liaise with parents and carers sensitively and effectively.</li> </ol>	E E E E E	D D	App/Int App/Int App Int App Int/App Int/App
<b>Personal Qualities/Attributes</b> <ol style="list-style-type: none"> <li>A positive, enthusiastic outlook</li> <li>High level of commitment to the role</li> <li>Respect and empathy towards others</li> <li>Resilience, perseverance and optimism in the face of difficulties and challenges</li> <li>Capacity to receive and act on feedback to build on strengths and improve personal performance</li> </ol>	E E E	D D	Int Int Int Int Int

E = Essential D = Desirable

Process: App = Application

Int = Interview Process (which will consist of task/formal panel)