



## Job Description

**DEPARTMENT:** Strathmore School

**POST TITLE:** Teaching Assistant

**CONTRACT:** Full Time- Term Time Only

**GRADE:** Scale 5 Spine 22 - 25

**EFFECTIVE DATE OF JOB DESCRIPTION:** 23/04/2019

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**HOURS OF DUTY:** 32.50 per week

**REPORTS TO:** Class Teacher/ Deputy Head/ Assistant Head/ Executive Headteacher

**RESPONSIBLE FOR:** None

**LIASON WITH:** Executive Headteacher, Deputy Headteacher, Assistant Headteacher, Class Teacher, other school staff, professionals outside the school, parents, carers, pupils

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### **Purpose and Objectives of Work**

To provide support for pupils, the Teacher and the school in order to raise standards of achievement for all our pupils who have severe or profound and multiple learning disabilities; some pupils have a co-diagnosis of Autism. To encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life, by utilising a good standard of practical knowledge and skills.

To work in all areas of the Trust and liaise with all staff in class when Teacher is absent, in line with the cover policy.

***The Auriga Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. The successful applicant will be required to undertake an Enhanced DBS Check with a check of the DBS Barred List***

### **Duties and Responsibilities**

1. Work as part of the staff team at the direction of the Headteacher/ Deputy Headteacher/ Class Teacher to support teaching provision and pupils' learning.
2. In conjunction with Class Teacher respond to pupils' diverse learning needs as individuals or in groups, providing challenging learning opportunities appropriate to their level of understanding. Helping pupils to overcome barriers to learning and achieve their potential.
3. Contribute to the planning, development and implementation of best practice to meet the needs of individual pupils.

- 4.** In conjunction with the Class Teacher, help to plan and organise learning activities. Help to develop and prepare resources. To implement strategies for teaching and learning for individuals and groups of pupils, taking into account their specific needs.
- 5.** Support the teaching and use appropriate strategies and approaches and ICT for pupils; assisting pupils to access the full curriculum appropriate to their level. Be familiar with lesson plans, EHCP targets and intended pupil learning outcomes.
- 6.** Help to monitor the progress of identified pupil's performance. Use ICT effectively to support pupil learning. Keep written records consistent with school systems and provide the Teacher with feedback on pupil progress in relation to provision.
- 7.** Provide support for pupils' emotional and social development by encouraging and modelling positive behaviour and dealing with disruption as outlined in the school's Behaviour Support Policy. Contribute to programmes to support for identified pupils.
- 8.** Gather and report information from and to parents/carers as directed.
- 9.** Communicate and liaise with other members of school staff in order to ensure the most effective provision for pupils' academic, emotional and social development. Respect pupil confidentiality.
- 10.** In collaboration with the Teachers, contribute to setting short, medium and long term targets and to periodic formal and informal review meetings (including contributing to written reports).
- 11.** Promote and facilitate the progress, integration and inclusion of pupils.
- 12.** In collaboration with the Class Teacher, communicate and liaise with professionals within and external to the school.
- 13.** Work in all areas of the Trust and liaise with all staff in class when Teacher is absent, in line with the cover policy.
- 14.** Accompany and support pupils during inclusive learning activities within mainstream partner schools including working with the pupils and students of those schools under a Teachers' directions. Work with mainstream pupils and students during inclusive learning activities taking place within Strathmore;
- 15.** Supervise pupils in the playground and at break times and organise appropriate activities.
- 16.** Attend outings with pupils, in accordance with school policies and safety guidelines, providing assistance with pupil's care and welfare and with the learning activities undertaken.
- 17.** Following school procedures, attend to pupils' personal needs and implement related personal programmes, including social, health, physical, behavioural, hygiene, medical and welfare matters. This will include assisting with the administration of medication in accordance with individual's Care Plan.
- 18.** Be aware of key school plans, policies and procedures, especially the Health and Safety and Child Protection policies, reporting concerns to the appropriate person.
- 19.** Take an active role in the Performance Management and Appraisal cycle in order to identify and agree development needs and appropriate training. Improve own practice through research, self-study, training, observation and discussion
- 20.** Take part in hydrotherapy and swimming sessions alongside pupils in the water under the supervision of a swimming tutor. Support pupils to develop independent dressing skills.

21. Within contracted hours, undertake Induction training and other training as may be required for the better performance of your duties.
22. Within contracted hours, attend staff meetings as required.
23. Understand the specific learning and physical needs of the pupils and know how to respond appropriately.
24. Respect the confidentiality of pupil information and respond sensitively to pupils' needs.
25. Undertake all duties and interactions with employees, partner providers fairly, without unlawful discrimination and with due regard to the Council's Diversity and Equality in Employment and Service Delivery policies.
26. All staff are expected to work as a whole school team towards the School Development Plan objectives within a spirit of mutual professional respect and to foster a positive school climate in which all are supported to thrive and learn.
27. These are the key tasks as currently defined. They are **not** listed in priority order and postholders should not place emphasis on the location of the task within the forgoing job description. From time to time the key tasks may be varied and the postholder will be expected to take on such variations within the constraints of the grade and the level of responsibility implied in it.

## Person Specification

The appointment panel will be looking for evidence that the candidate has demonstrated their ability to fulfil the criteria.

Please use the key below to identify which sources we will be looking at for the evidence that the criteria have been met.

**A** Application      **I** Interview      **R** References

	Criteria	Source	Essential (E) or Desirable (D)
<b>Education and Qualifications</b>			
1.	Level 2 Numeracy and Literacy skills	A, R	E
2.	Specialist Support for Teaching and Learning in Schools Level 2/ 3	A	D
3.	CACHE Level 2/3 Diploma in Early Years Education and Care	A	D
4.	HLTA		D
<b>Experience</b>			
5.	Experience of working with or caring for school aged children	A, I, R	E
6.	Experience working with children/young people with SEND	A, I, R	D
7.	Experience working within a school	A, I, R	D
<b>Skills/Abilities/Knowledge</b>			
8.	Ability to relate well to children and young adults	A, I, R	E
9.	Ability to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	A, I, R	E
10.	Ability to work independently and use own initiative appropriately	A, I, R	E
11.	Ability to work successfully with pupils who have Special Educational Needs, including those who have behaviour support needs	A, I, R	E
12.	Ability to use basic ICT effectively (e.g. computer, IPad, digital camera, downloading, photocopier etc.) to support learning	A, I, R	E
13.	Ability to self-evaluate learning needs and actively seek and take advantage of learning opportunities (e.g. attending training, sometimes out of normal working hours)	A, I, R	E
<b>Personal Qualities</b>			
14.	Willingness to actively participate in the wider life of the school	A, I, R	E
<b>Additional Contractual Obligations</b>			
15.	Commitment to promoting the wellbeing and inclusion of pupils with learning difficulties	A, I, R	E