

Job Description

Job Title: Teaching Assistant / Specialist Teaching Assistant

Salary scale: From £18,09.00 to £24,029.00 (dependent on qualifications and experience)

Overall Purpose: To carry out the professional duties of a teaching assistant as circumstances require, in accordance with the school's policies and procedures, under the direction of the Teaching staff in pursuit of high standards at The Parks School. The post holder will work with and supervise individuals and groups of students under the direction/instruction of teaching and/or senior staff, inclusive of specific individual learning needs, enabling access to learning for all students and assistance and support in classroom management and behaviour techniques.

Responsible to: Teaching staff

Reports To: Teachers/Deputy & Head Teacher/Directors

Main job role and purpose

1. Support for the Student

- Establish good working relationships with students, acting as a role model.
- Be aware of and respond appropriately to individual student needs, ensuring effective interaction.
- Provide support to students during learning activities which enables progression.
- Promote inclusion and acceptance of all students.
- Encourage students to interact with others and engage in activities led by the teacher.
- Promote self-esteem and independence.
- Provide feedback to students in relation to progress and achievement under the guidance and direction of the teacher.
- To provide one to one support for individual students, as directed by the teacher.
- Supervise students during breaks/lunchtimes and on educational visits -

2. Support for the Teacher

- Provide clerical/administrative support
- Assist with the display of student's work.
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
- In liaison with the teacher, utilise strategies to support students in achieving learning goals.
- Report student achievement, progress and issues as appropriate in agreed format.
- Undertake student record keeping as requested. Promote good student behaviour, dealing with conflict and incidents and encouraging students to take responsibility for their own behaviour in line with established school policy.
- Communicate information as required.

3. Support for the Curriculum

- Undertake structured and agreed learning activities/learning programmes, taking into consideration student attainment and learning styles, including small group work
- Undertake numeracy/literacy programmes, recording achievements and progress and providing appropriate reports and feedback for the teacher
- Support the use of ICT in learning activities and develop students' competence and independence in its use
- Prepare, maintain levels and use equipment/resources required to meet the lesson plans/relevant learning activity and assist students in their use

4. Support for the School

- Be aware of and 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 students have equal access to opportunities to learn and develop
- Contribute to the school ethos, aims and development/improvement plan
- Have an awareness of and support the role of other colleagues
- Attend relevant meetings as required
- Participate in training and other learning activities as required
- Assist with the supervision of students out of directed lesson time, including before and after school if appropriate and within working hours
- Accompany teaching staff and students on visits, trips and out of school activities as required.

5. Additional School Activities

- Provide a variety of appropriate recreational opportunities for students some of whom may require special attention and/or will have come from various racial, cultural and religious backgrounds.
- Lead small groups of students in directed learning activities.
- Manage behaviour and adapt the activity to meet the needs of groups or individuals.
- Assist with preparing for activities.
- Assist with the evaluation of events and activities and contribute to the development of the school including making recommendations for change and development of the activities.
- Supervise students to ensure safe use of equipment and facility without endangering themselves or other users.
- Maintain environments to the appropriate health and safety standards and ensure its suitability for the users.
- Contribute to the corporate responsibility for continuously checking that premises, fences, gates etc. are safe, and in good repair, reporting defects promptly.
- To participate in the planning of activities and trips.
- Ensure the overall quality of the school is maintained and always appears welcoming to students and other.

6. High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements.

7. To be responsible for improving your own practice through observation, evaluation and discussion.

8. Work in partnership with colleagues, placing LA's, parent/carers and other stakeholders in the response to the needs of student placed at the school against agreed targets for outcomes, progression and attendance.

9. To comply with the company Data Protection Policy / legal requirements and School policies and procedures and Code of Practice within the post.
10. 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.
11. To comply with the School's Health and Safety Policy and associated safe working procedures and guidelines.
12. To comply with the School's Comprehensive Equality Policy and to ensure that it is implemented within the post.
13. The School is committed to safeguarding and promoting the welfare of student and young people and expects all staff to share this commitment.

Main responsibilities and duties

1. Support the teaching and learning team and promote the acquisition of appropriate qualifications and accreditation by students;
2. Promote improved attendance, re-integration to school and progression to further education and training;
3. Promote socially responsible behaviour;
4. Ensure effective delivery of educational services to each student (some of whom may be home based) against an agreed Educational Plan.
5. Ensure that the performance of the school is effectively measured against transparent targets so that strategic planning is based on reliable data and shared knowledge;
6. Ensure that working in partnership with other professionals is maximised, so that students have their needs addressed by the appropriate involvement of other agencies;
7. Participate in and personally conduct common systems of performance management and appraisal and set performance indicators that will promote continuous improvement against evidenced outcomes;
8. Ensure that all activities operate in accordance with statutory obligations and appropriate commissioning, especially where third party agencies are engaged;
9. Have regard to all DFE Statutory Guidance concerning the school and provision for students with medical difficulties and work to ensure compliance with legislation concerning full-time provision;
10. Take part in arrangements for admission to school;
11. Prepare for external inspection (including LA's & Ofsted Inspections);
12. Promote a culture of collaborative working between the school and other learning / educational establishments
13. Promote and safeguard the welfare of student and young people in accordance with the schools safeguarding and child protection policy;

14. Be responsible for ensuring data quality and as such the integrity of management information through the proper use and safekeeping of data and record systems both manual and computerised;
15. Any other reasonable duties commensurate with the nature and grade of the post.

Resources

1. Ensure safe and efficient use of the school and other hired or leased premises;
2. Deploy staff and learning resources effectively, ensuring value for money;
3. Be responsible for a fully delegated budget and for the management of place and place-plus funding.

Working Environment

Predominantly classroom based but with travel to other learning centres, schools and other provisions and to work with other agencies.
Attendance may be required at a range of locations

Contacts & relationships

The post holder will have daily contact with student and young people, many of whom will have experienced difficulties in conducting themselves appropriately in educational settings. The post holder will need to engage positively with disaffected student and young people and those with significant educational needs and be creative and child-centred in approach.

There will be significant contact with members of teams from Student's Services and other agencies and with other stakeholders, including Lead Teachers and school inclusion leaders.

Work Demands

Conflicting demands and challenging deadlines are a regular feature of the post. The school experiences high levels of student mobility; the post holder must be ready to change and adapt planning on a frequent basis.

Progression in Post (if applicable)

Progression will be determined by the Management Board & Directors. The post holder will be subject to annual performance management in line with the Appraisal Policy adopted by the School

Important Note:

The work of Inspire Training & Education Services is both varied and challenging which results in some unpredictable circumstances. There is an integral need for all employees

to be flexible in response to situations that arise outside of this job description. Additional duties will most likely be required to cover unforeseen circumstances or changes in work that maintain staff activity and quality of service provision.

Inspire Training & Education Service requires a commitment from all staff to promote quality, equality and diversity.

The details contained within the job description reflect the content of the job at the date it was prepared. However, it is inevitable that, over time, the nature of the job may change. Existing duties may no longer be required and other duties may be gained without changing the general nature of the post or the level of responsibility entailed. Consequently, the school will expect to revise this job description from time to time and will consult the post holder at the appropriate time.

This post is subject to a satisfactory enhanced criminal records bureau check. Inspire Training & Education Services operates a culture of awareness policy and all staff will be subject to thorough reference checks.

Person Specification

Job Title: Teaching Assistant

| | Essential | Desirable | Application | Interview | References |
|---|-----------|-----------|-------------|-----------|------------|
| Qualifications and training | | | | | |
| NVQ II or equivalent in Teaching Assistance | | ✓ | ✓ | | |
| First Aid | | ✓ | ✓ | | |
| Team Teach | | ✓ | ✓ | | |
| Evidence of recent participation in relevant personal and professional development | | ✓ | ✓ | | ✓ |
| Experience | | | | | |
| Relevant experience of working with and/or caring for student within a specified age range/subject area | ✓ | | ✓ | ✓ | |
| As above within an educational setting | | ✓ | ✓ | ✓ | |
| Knowledge and Skills | | | | | |
| Demonstrate an understanding of the national curriculum and other basic learning programmes/ techniques (within specified age range/subject areas e.g. English and Maths) | | ✓ | ✓ | ✓ | |
| An understanding of the role of the agencies within the wider spectrum of Student's Services | | ✓ | ✓ | ✓ | |
| Training in Special Educational Needs strategies | | ✓ | ✓ | ✓ | |
| An awareness and an understanding of issues of inclusion, especially within a school setting | ✓ | | ✓ | ✓ | ✓ |
| Have an understanding of a range of special needs, especially ASD, ADHD and SPLD supported by evidence of CPD or, demonstrate a willingness to learn about these important issues | | ✓ | ✓ | ✓ | |

| Relationships, communication and working with others | | | | | |
|--|---|--|---|---|---|
| To be able to develop and maintain a positive relationship with parents, agencies and other stakeholders. | ✓ | | ✓ | ✓ | ✓ |
| Ability to undertake structured and agreed learning activities | ✓ | | ✓ | ✓ | ✓ |
| To be able to communicate well verbally and in writing to a range of stakeholders and other professionals | ✓ | | ✓ | ✓ | |
| Able to liaise sensitively and effectively with parents and carers recognising the role in student's learning | ✓ | | | ✓ | ✓ |
| Ability to undertake clerical/administrative duties and provide support as required | ✓ | | ✓ | ✓ | |
| Willingness to attend and participate in meetings to review student progress | ✓ | | | ✓ | ✓ |
| Promoting the welfare of student | | | | | |
| Understanding of Child Protection and safeguarding procedures in the context of education of vulnerable students and have clarity on the measures that need to be in place to ensure student safety and well-being | ✓ | | | ✓ | |

Person Specification

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| Qualifications and training | | | | | |
| NVQ II or equivalent in Teaching Assistance | | ✓ | ✓ | | |
| First Aid | | ✓ | ✓ | | |
| Team Teach | | ✓ | ✓ | | |
| Evidence of recent participation in relevant personal and professional development | | ✓ | ✓ | | ✓ |
| Experience | | | | | |
| Relevant experience of working with and/or caring for student within a specified age range/subject area | ✓ | | ✓ | ✓ | |
| As above within an educational setting | ✓ | | ✓ | ✓ | |
| Experience of teaching & leading the delivery of lessons in a classroom setting | | ✓ | ✓ | ✓ | |
| Knowledge and Skills | | | | | |
| Demonstrate an understanding of the national curriculum and other basic learning programmes/ techniques (within specified age range/subject areas e.g. English and Maths) | ✓ | | ✓ | ✓ | |
| An understanding of the role of the agencies within the wider spectrum of Student's Services | ✓ | | ✓ | ✓ | |
| Training in Special Educational Needs strategies | ✓ | | ✓ | ✓ | |
| An awareness and an understanding of issues of inclusion, especially within a school setting | ✓ | | ✓ | ✓ | ✓ |

| | | | | | |
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| Relationships, communication and working with others | | | | | |
| To be able to develop and maintain a positive relationship with parents, agencies and other stakeholders. | ✓ | | ✓ | ✓ | ✓ |
| Ability to undertake structured and agreed learning activities | ✓ | | ✓ | ✓ | ✓ |
| To be able to communicate well verbally and in writing to a range of stakeholders and other professionals | ✓ | | ✓ | ✓ | |
| Able to liaise sensitively and effectively with parents and carers recognising the role in student's learning | ✓ | | | ✓ | ✓ |
| Ability to undertake clerical/administrative duties and provide support as required | ✓ | | ✓ | ✓ | |
| Willingness to attend and participate in meetings to review student progress | ✓ | | | ✓ | ✓ |
| Promoting the welfare of student | | | | | |
| Understanding of Child Protection and safeguarding procedures in the context of education of vulnerable students and have clarity on the measures that need to be in place to ensure student safety and well-being | ✓ | | | ✓ | |

Prepared by: Head Teacher & HR Director

Reviewed: October 2021