**LINDON BENNETT SCHOOL**

**PERSON SPECIFICATION**

**TEACHING ASSISTANT**

**(Scale 6)**

**EXPERIENCE**

1. Extensive experience of working with children or young people who have either severe or profound learning difficulties and with those who have a diagnosis of Autism.
2. Considerable experience of leading small groups within an educational setting, and of leading a class group in the absence of the class teacher.

**QUALIFICATIONS**

1. Equivalent to GCSE Grade C/4 or above in English and Maths.
2. Level 3 Diploma in Specialist Support for Teaching and Learning in Schools Or equivalent
3. Appropriate first aid training/willingness to undertake such training

**KNOWLEDGE AND SKILLS**

1. Ability to use ICT effectively to support learning
2. Ability to use other equipment and technology e.g. video, photocopier
3. Full working knowledge of relevant policies, codes of practice, and an awareness of relevant legislation
4. A working knowledge of national and foundation stage curriculum and other relevant learning programmes or strategies
5. An understanding of the principals of child development and learning processes
6. An ability to evaluate own learning needs and to actively seek learning opportunities

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**JOB DESCRIPTION**

**Position Title:** TEACHING ASSISTANT

**Grade**: SCALE 6

**Responsible to**: THE HEADTEACHER

**Main Purpose:** To work under the direct instruction of teaching/senior staff, usually in the classroom with the teacher, on either site, to support access to learning for pupils and provide general support to the teacher in the management of pupils and the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. The primary focus will be to maintain good order and to keep pupils on track.

**Main Duties:**

**SUPPORT FOR PUPILS**

1. Use specialist (curricular/learning) skills/training/experience to support pupils
2. Attend to the pupils personal needs and implement related personal programme, including social, health, physical, hygiene, first aid, medical and welfare matters
3. Assist with the development and implementation of IEPs
4. Establish productive working relationships with pupils, acting as a role model and setting high expectations
5. Promote the inclusion and acceptance of all pupils within the classroom
6. Support pupils consistently whilst recognising and responding to their individual needs, and ensuring their safety in all environments (including the hydrotherapy pool)
7. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
8. Promote independence and employ strategies to recognise and reward achievement of self-reliance
9. Provide feedback to pupils in relation to progress and achievement
10. Cover for the short-term absence of a teacher under the direction of teaching/senior staff not necessarily in the same room.

**SUPPORT FOR THE TEACHER**

1. Work with the teacher to establish an appropriate learning environment, including classroom preparation of assistance with displays
2. Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
3. Monitor and evaluate pupil’s responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
4. Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
5. Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
6. Undertake assessment of pupils’ work and achievements and accurately record achievements/progress
7. Promote positive values, attitudes and good pupil behaviour, supporting pupils who have particular behaviour support needs, within the established policy
8. Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents as directed
9. Provide general clerical/administrative support as required

**SUPPORT FOR THE CURRICULUM**

1. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
2. Implement local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of relevant skills
3. Support the use of ICT in learning activities and develop pupils’ competence and independence in it uses
4. Help pupils to access learning activities through specialist support
5. Determine the need for, prepare and maintain general, and specialist equipment and resources

**SUPPORT FOR THE SCHOOL**

1. Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
2. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
3. Contribute to overall ethos/work/aims of the school
4. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
5. Attend and participate in regular meetings
6. Participate in training and other activities and performance development as required
7. Recognise own strengths and other areas of expertise and use these to advise and support others
8. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
9. Undertake planned supervision of pupils’ out of school hours learning activities
10. Supervise on visits, trips and out of school activities as required

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**TA Scale 6 - CONTRACTUAL HOURS**

**Contracted hours will be:** 32.5 hours per week for 39 weeks per year

**Regular weekly hours will be:**

8.30 am – 3.45 pm Monday - Thursday

8.30 am – 3.30 pm Fridays

With attendance required at approximately 18 staff meetings per annum.

These take place on Monday afternoons, finishing at 4.30 pm