



Date: February 2021
Responsible to: Senior Teaching Assistant
Job Title: **Teaching Assistant**
GRADE: H3.1- H4.4

1. PURPOSE OF THE JOB

To assist in the support and inclusion of children with Special Educational Needs/diverse learning needs within a Special Needs School.

2. MAIN AREAS OF RESPONSIBILITY

Supporting the Pupil

- (i) To develop a knowledge of a range of learning support needs and to develop an understanding of the specific needs of the children to be supported.
- (ii) Taking into account the learning support involved, to aid the children to learn as effectively as possible both in group situations and on his/her own by, for example:
 - Clarifying and explaining instructions
 - Ensuring the child is able to use the equipment and materials provided
 - Helping pupils to concentrate on and finish work set
 - Meeting physical needs as required whilst encouraging independence
 - Liaising with class teacher and Senior Teaching Assistant about individual education plans (IEPs)
 - Developing appropriate resources to support the children
- (iii) To establish a supportive relationship with the children concerned
- (iv) To encourage acceptance and inclusion of children
- (v) To develop methods of promoting/reinforcing the child's self-esteem
- (vi) To provide basic First Aid during the course of a school day and whilst off-site where necessary
- (vii) To provide Intimate Care to pupils during the course of a school day and whilst off-site where necessary
- (viii) To support the student concerned at college and work placements

Supporting the Teacher

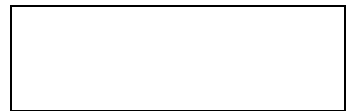
- (i) To assist, with the class teacher (and other professionals as appropriate), in the development of a suitable programme of support (IEPs) for children who need learning support
- (ii) In conjunction with the class teacher and/or other professionals to develop a system of recording the children's progress
- (iii) To contribute to the maintenance of children's progress records
- (iv) To participate in the evaluation of the support programme
- (v) To provide regular feedback about the children to the teacher

Supporting the School

- (i) Where appropriate to develop a relationship to foster links between home and school
- (ii) To liaise, advise and consult with other members of the team supporting the children when asked to do so
- (iii) To contribute to reviews of children's progress, as appropriate
- (iv) To attend relevant in-service training
- (v) To be aware of school procedures
- (vi) To be aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences appropriately

Support for the Curriculum

- (i) To develop awareness of the requirements of the national curriculum
- (ii) To support specific aims in lessons as planned and directed by the teacher
- (iii) To develop awareness of the aims of the literacy and numeracy strategies relevant to the classes supported
- (iv) To develop awareness of curriculum targets and support work towards them

**3. ORGANISATION CHART**

Headteacher
Senior Teaching Assistant
Class teacher

4. SUPERVISION

To work under the supervision of the class teacher, sometimes taking the whole class to enable class teacher to work with small groups; depending on grade, to also cover classes in the absence of any class teacher.

5. JOB CONTEXT

Working in a Special Needs School with children who have special educational needs.

Work will come in consultation with the class teacher and/or the Senior Teaching Assistant or the Headteacher.

6. CONTACTS

Class teacher - joint planning and assessment
Senior Teaching Assistant - joint planning and assessment
Deputy Headteacher - joint planning and assessment
Parents - two way sharing of information
External Agencies - liaison with and supporting their work

7. KNOWLEDGE, EXPERIENCE AND TRAINING

Communication skills, both written and oral
Interpersonal skills
Teacher skills
Curriculum knowledge and understanding
Special educational needs knowledge and understanding

8. PROBLEMS AND DECISIONS

Behaviour - implement school policy
Unexpected changes in working arrangements e.g. teacher/pupil absence - flexible approach to situation
Methods of teaching individual and groups
Work to be undertaken

9. ADDITIONAL INFORMATION

Increasing expectation to engage in fuller professional development resulting from appraisal
Increasing expectation to be able to take independent decisions
To be resilient and patient

To integrate into all areas of job accountability the actions and behaviours required to actively implement the County Council's equal opportunities.