

Job description

Job title: Classroom Teaching Assistant
Job ref: XS 10.4
School:
Grade: XS 10.4 Dorset Grade 5 / XS 10.4s Dorset Grade 6 (Special School or Specialist Unit only)
Reports to: Head of SEN / SEN Co-ordinator (SENCO) / Head of Learning Resource Base / Principal or Supervisory TA / Class Teacher

Main job purpose

Responsible for working across a varied range of responsibilities.

The postholder will play an important role in supervising the activities of pupils during the teaching period and midday sessional break within the school, including both indoor and outdoors areas, ensuring a safe environment is maintained at all times.

To assist the Headteacher/SENCO to promote pupils' academic, social and emotional development through the development and implementation of programmes of pupil work and support (individual and group) and in the provision of a stable, caring and supportive learning environment; to enable pupils to achieve their full learning potential and facilitate their personal, academic, social and moral development.

There may be a Special Needs input to support pupils in activities. Support is both on a one to one basis and in groups, to pupils with disability, learning difficulties or behavioural problems. This may include pupils with a high learning ability ('gifted/talented').

Main responsibilities and duties

- To support the teaching and learning processes.
- To assist the SENCO/Principal TA (PTA) in developing, implementing and managing individual/group pupil learning strategies aimed at the
 - Management of pupil behaviour
 - Establishing and maintaining of relationships with individual pupils and groups in support of pupils in learning activities
 - Continuous review and development of the postholder's professional practice
 - Inclusivity of pupils with identified SEN needs

Under the guidance of direction of the teacher/SENCO/PTA:

- Develop, maintain and apply knowledge and understanding of pupils' general and specific learning needs. To ensure that support is given to them at an appropriate level.
- Teaching support is delivered individually and in groups through a range of tasks, mainly:
- Supporting and directing literacy and numeracy tasks, clarifying and explaining instructions
- Focus support in areas needing improvement both academic and social.
- To support the use of ICT in the classroom and work with and support pupils to ensure they are able to use ICT and other specialist equipment to enhance their learning.
- Motivate and encourage pupils to concentrate on and fulfil the tasks set.
- Undertake learning activities with pupils of varying abilities to ensure differentiation and access to the curriculum.



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o Undertake First Aid

- Under the direction of Health Service professionals, undertake activities in support of occupational, physio and speech therapy.
- Under the direction of teaching staff and, where appropriate, to assist in the development of Individual Education Plans for pupils with special educational needs and contribute to IEPs.
- To undertake a key worker role when required.
- To work with pupil groups, using a range of strategies to gain acceptance and inclusion of pupils with special educational needs.
- Monitor and support pupils/students/volunteers placed within the school on work experience programmes.
- To assist in the supervision of Standard Assessment Tasks and tests / assessments as directed
- To assist in the preparation and maintaining the learning environment
- To contribute to the assessment by the teacher of pupil performance in maintaining records of pupil performance and achievement, noting areas of weakness and need for development and drawing to the teacher's attention areas requiring further review.
- To observe and comment upon pupil performance, conduct, behaviour and interaction with peer group and parents.
- To contribute to the planning and evaluation by the teacher of individual (and group) pupil's learning activities
- To undertake continuous professional development
- Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.

Knowledge & skills

- Experience of working with children in an educational setting is essential.
- Qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, to be numerate and literate, a team worker and to have good oral communication. Background knowledge of the Foundation and National Curriculum and School's procedures and policies.
- Knowledge of pupils' individual targets and, where appropriate may require more specialised knowledge in specific curriculum areas.
- Significant empathy with pupils who have additional or special educational needs. Where appropriate, to be prepared to undertake special skills training e.g. signing, to meet additional educational and communication needs.
- A willingness to attend courses as required to enhance the knowledge, understanding and skills to improve the level and quality of support given to pupils and teachers.
- Sound interpersonal and supervisory skills, supported by recognised training are required to assist in managing the resources available.
- Knowledge of legislation and regulations applicable to the support and care of pupils.
- They must have achieved a qualification in English/literacy and mathematics/numeracy, and ideally be working towards Level 3 of the National Qualifications Framework



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Decisions are made on the day to day deployment of TA staff and resources, under the overall direction of teaching staff.

Resources

Books, stationery, writing equipment

ICT and AVA equipment

Working environment

The range of areas, number of classrooms/halls etc will depend on the particular school.

Most of the working day is spent standing, with periods of crouching / bending to engage pupils in activities.

Occasionally, substantial physical effort may be required in providing assistance to pupils with significant physical disability. There may be an occasional need to physically lift pupils such as for safety or care needs and occasional unpleasant conditions relating to pupils' personal hygiene needs.

There are often physical risks associated with intervention in incidents of challenging behaviour, including aggression, which are encountered with pupils.

A normal school environment, although the job holder may be involved in external school activities, such as swimming and educational visits.

Equipment used will include photocopiers, computers, medical /sport /science /art /technology /home economics equipment and in the case of special schools additionally plus hoists, wheelchairs and minibuses.

While the level of pupil needs will vary from time to time, the job holder will be predominantly working with pupils who are especially difficult to engage in activities, may present more frequent behavioural problems and where the attention span presents greater challenges and a need for high levels of patience to attain pupils' individual targets.

Progression in Post (if applicable)

Grade 6 will be payable where the postholder works, for the majority of their role, in a Special School or designated Special Unit or Base and;

- Support pupils with complex and unpredictable needs, requiring greater levels of problem solving and creativity.
- The need to apply creativity and innovation to new and challenging situations when interacting with pupils.

Approval			
Prepared by	Chris Matthews	Date	16 December 2004
Designation	Pay and Reward Manager		

