



## Teaching Assistant (Core Team)

### Job Description

**Responsible to:** Director of Learning Support and Inclusion

**Salary Scale:** Grade 4

**Working Time:** 32¼ hours per week, term time only plus 5 INSET days  
Monday: 8.30 a.m. – 4.30 p.m. Tuesday – Friday: 8.30 a.m. – 3.10 p.m.

### **Job Purpose:**

#### **Support for Students**

- Supporting students in lessons as directed by main class teacher.
- Differentiating work both for lower and higher ability students, for example:
  - Simplifying/extending vocabulary
  - Explaining and interpreting work given by the teacher
  - Suggesting ways of tackling the task
  - Providing simplified/extended versions of work
  - Breaking down tasks into appropriate chunks
- Encouraging students to start work; giving initial help if necessary
- Boosting the confidence of students in the class who may be struggling or need extending but who are reluctant to ask for help
- To seek to develop the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs within the school community
- Being a supportive listener when required and passing on relevant concerns to SENCO, Director of Key Stage or Designated Safeguarding Lead.

#### **For Specific Students**

- Note-taking as help for homework or in class if speed is needed
- Highlighting key words, points, passages etc.
- Helping higher ability students to develop answers fully and understand high end assessment objectives
- Liaising or meeting with outside agencies and attending review meetings for students
- Assisting with test/exam concessions e.g. as reader, scribe, etc.
- Being involved in reviewing and monitoring of progress
- Reading student profiles for all SEN students, and using the strategies suggested; being aware of the outcomes planned for these students and supporting the student in working towards achieving them



## **Support for Teachers**

- Ensuring teachers know who you are (new TAs or TAs in new context)
- Assisting teachers with differentiation for both lower and higher ability students
- Discussing lesson content and objectives with specified faculty
- Following direction of teacher to support small groups in the classroom
- Supporting the teacher with behaviour issues using the School Behaviour Policy
- Completing administrative work for the Inclusion Team or wider teaching staff

## **Mental Health and Wellbeing**

- To carry out safeguarding duties and promote children's wellbeing in accordance with school guidelines
- To work with the Senior Leadership Team (SLT) in setting a culture within the school that supports the mental health and wellbeing of all members of the community as described in the school's Mental Health and Wellbeing Policy
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

## **General Duties**

- Attending Monday after school meetings weekly (until 4.30 p.m.)
- Reading school bulletins/staffroom notices
- Checking information boards and pigeon holes daily
- Checking email throughout the day
- Attending Inset and training as appropriate
- To contribute fully to the school's safeguarding policy and procedures and attend regular safeguarding training

## **Notes:**

- While every effort had been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description



### Person Specification – Teaching Assistant (Core Team)

Qualifications/Training and Experience	<ul style="list-style-type: none"> <li>• Graduate educated (desirable)</li> <li>• High level of general educational achievement and evidence of continuing training beyond school level</li> <li>• Experience of working with young people</li> </ul>
Knowledge/Skills	<ul style="list-style-type: none"> <li>• A real enthusiasm for working with young people and helping them to succeed</li> <li>• Ability to interact confidently with students and staff</li> <li>• Good verbal and written communication skills</li> <li>• An understanding of the importance of professional confidentiality</li> <li>• Willingness to assist with practical tasks when necessary e.g. with physically impaired students</li> <li>• Ability to support specific subject areas</li> <li>• Ability to understand and differentiate the secondary school curriculum</li> <li>• Good IT skills</li> <li>• Good organisational skills</li> <li>• An interest in your own personal development</li> </ul>
Personal Characteristics	<ul style="list-style-type: none"> <li>• Professionalism</li> <li>• Calmness</li> <li>• Empathy</li> <li>• Enthusiasm</li> <li>• Flexibility</li> <li>• Initiative</li> <li>• Excellent team work/support of peers</li> <li>• Energy and ideas, creative, solution focussed approach</li> <li>• A genuine liking for young people, tact, sensitivity and willingness to be an advocate for young people with SEND</li> </ul>
Safeguarding and Wellbeing	<ul style="list-style-type: none"> <li>• A commitment to safeguarding duty and promoting children’s wellbeing in accordance with school guidelines</li> <li>• A commitment to support the School Leadership Team (SLT) to set a culture which supports the mental health and wellbeing of all members of the community</li> <li>• To uphold and promote the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs within the school community</li> <li>• Desire to take on further/advanced Safeguarding training and responsibilities (desirable)</li> <li>• Evidence of CPD undertaken in this area (desirable)</li> </ul>