

JOB DESCRIPTION

Updated June 2022

Job Title: Teaching Assistant

Reporting to: SENDCo or Deputy SENDCo

Conditions: Scale: 3

Salary: £24, 012 - £24, 408

Pro-rata salary: £19, 369 - £19, 665

Hours of Work: 32.5 hours per week - Term time only

Purpose of Job:

- To support the education and welfare of all pupils, having due regard to the school's aims, objectives, schemes of work and policies, and relevant national requirements.
- To work across mainstream secondary classes or in a Resource Provision, as required, to support pupils with a broad range of needs including Profound and Multiple Learning Difficulties, physical disabilities and learning disabilities or difficulties.
- To work with teachers and colleagues to raise the learning and attainment of pupils, while also promoting independence, self-esteem and social inclusion. - To provide support to pupils so that they can access an appropriate curriculum, participate in learning and experience a sense of achievement.
- To work with whole classes, smaller groups and individual students with Special Educational Needs and Disabilities to support academic and personal progress, under the direction of SENDCo, Inclusion Leaders, and teachers.
- To accompany trips, visits and outings organised to enrich the life experiences of all students, under the direction and supervision of teachers or HLTAs.

Main duties and responsibilities:

Professional Standards

To adhere to the Professional Standards for Teaching Assistants, which are set out in four themes: personal and professional conduct; knowledge and understanding; teaching and learning; working with others.

1. Personal and Professional Conduct

1.1 - To promote respect and dignity for and with all students at all times. 1.2 - To have proper and professional regard for the ethos, policies and practices of

Eastlea Community School.

1.3 - To demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.

1.4 - To have regard for the need to safeguard pupils' wellbeing by following relevant statutory guidance along with school policies and practice.

1.5 - To uphold values consistent with those required from teachers by respecting individual differences and cultural diversity.

1.6 - To commit to improving personal, professional practice through self-evaluation and awareness, collecting and collating evidence of adhering to the Professional Standards for Teaching Assistants in order to participate in the school's appraisal cycle.

1.7 - Under the direction of HLTAs, teachers, Deputy SENDCo and SENDCo, to fully implement guidance from documents relating to student welfare including: risk assessments, medical care plans, eating and drinking plans, personal emergency evacuation plans and pupil profiles.

1.8 - To adhere to the highest standards of cleanliness and hygiene. 1.9 - To maintain the sterile environments required for administration of medication and the enteral feeding of students.

1.10 - To attend formal meetings hosted by senior members of the Inclusion team with parents and carers, external professionals, and students, giving full and clear feedback on student progress and wellbeing.

2. Knowledge and Understanding

2.1 - Acquire the appropriate skills, qualifications, and/or experience required for the teaching assistant role, with support from the school employer.

2.2 - Demonstrate expertise and skills in understanding the needs of all pupils, incorporating advice from colleagues and external professionals, and know how to adapt and deliver support to meet individual needs.

2.3 - Share responsibility for ensuring that knowledge and understanding are up-to-date by reflecting on good practice and participating actively in professional development activities designed to promote the inclusion of all students as valued members of society.

2.4 - To communicate effectively with all students, being willing and able to learn and incorporating non-verbal strategies including, but not limited to: gesture, touch, facial expressions, body language, signalong, objects of reference, the use of augmentative assistive technology.

2.5 - Undertake duties and responsibilities involving the personal care of students with a range of SEND, including some of society's most vulnerable and most profoundly disabled children.

2.6 - After adequate training, to carry out welfare duties in relation to the physical and care needs of the pupils, including dressing, manual handling, feeding or tube feeding, toileting, urinary catheterisation, suction and postural drainage, if required and as appropriate, whilst encouraging independence when possible.

3. Teaching and Learning

- 3.1 - Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils, giving regular guidance, feedback and instruction directly to students.
- 3.2 - Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities and taking every opportunity to develop pupils' language, reading, numeracy and social skills.
- 3.3 - Role model professional behaviour to students at all times and use effective behaviour management strategies consistently in line with the school's policy and procedures.
- 3.4 - Assisting students to learn, develop and implement emotional regulation strategies.
- 3.5 - Contribute to effective assessment by recording and reporting, in both handwritten and electronic formats, with regards to student progress, as required and requested by teachers, HLTAs, Deputy SENDCo or SENDCo.
- 3.6 - Communicate effectively and sensitively with pupils to adapt to their needs and support their learning, giving oral and written feedback to promote progress.
- 3.7 - Under the direction of appropriate professionals and after adequate training, to assist in meeting pupil's needs by implementing programmes relating to physiotherapy, speech and language, occupational therapy, medical needs, dietary programmes and personal care.
- 3.8 - Implementing Access Arrangements, including acting as scribes, reader, or offering assistance with supervised rest breaks, additional time, or the use of assistive technology in exams, following appropriate training and acting under guidance of colleagues including the SENDCo or Deputy SENDCo, Exams Officer, or Senior Leadership Team of Eastlea Community School.
- 3.9 - To promote and reinforce pupils' self-esteem, encouraging inclusion and using effective praise.
- 3.10 - To work in classrooms with whole classes, or outside of the classroom with small groups or individual students, under the direction of teachers who will retain ultimate responsibility.

4. Working with others

- 4.1 - Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
- 4.2 - Treating all other people - students, colleagues, parents, carers, external professionals - with care, consideration and respect.
- 4.3 - Recognising the differences and commonalities required to build a team, identifying and utilising the strengths in others.
- 4.4 - Communicate the knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision-making

can take place on intervention and provision, with due respect to confidentiality.

4.5 - Meeting and greeting students at the gate or in registration line-up, and communicating at the end of the day key events and progress to parents and carers.

4.6 - Supervising students at break, lunch, after school or on extra-curricular activities and trips if required.

4.7 - To help create and maintain a purposeful, orderly and supportive environment for pupils' learning, ensuring that pupils are able to use equipment and materials provided.

4.8 - To maintain, as far as possible, excellent daily attendance and punctuality.

Additional Duties:

- To work within the framework of the school ethos, adhering to the 'Whole School Expectations' set by the Headteacher
- To participate in the positive promotion of the school image.
- To maintain high standards of professional behaviour and presentation. - To take responsibility for Health & Safety in the post holder's area of work. - To undertake any other duties commensurate with the grade that may be required from time to time.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

This job description is current at the date shown, but, in consultation with a postholder, may be changed by the Headteacher to reflect or anticipate changes in the job, commensurate with the grade and job title.

Equality and Diversity

Newham Community Schools Trust has a strong commitment to achieving equality of opportunity in both its services to the community and in its employment of people, and expects all staff to understand and to promote its policies in their work.

Safeguarding Children

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and uphold all relevant procedures.

Important Information for Applicants

The criteria listed in this Person Specification are all essential to the job. Where the Method of Assessment is stated to be Application Form, your application needs to demonstrate clearly and concisely how you meet each criteria, even if other methods of assessment are also shown. If you do not address these criteria fully, or if we do not consider that you met them, you may not be shortlisted. Please give specific examples wherever possible.

Person Specification
Job Title: Teaching Assistant

Criteria	Essential (E) or Desirable (D)	How the selection criteria will be assessed Application Form (A) Interview (I) Task (T) References (R)
<p>Personal Qualities</p> <ul style="list-style-type: none"> - Personable and professional - Ability to work on own initiative - Ability to work as a member of a collaborative team. - Commitment to promote and work within the values of Eastlea, including equal opportunities. - Good physical health to undertake duties to support students with a range of disabilities, including manual handling, physiotherapy and pushing a wheelchair. - Ability to work under the direction of a teacher within a classroom or independent leading a small group of students in a structured activity. <p>Qualifications</p> <ul style="list-style-type: none"> - GCSE or equivalent pass (Grade 5 or C) in Maths and English. - Good level of General Education. - Teaching Assistant qualification or a willingness to undertake further study. - Computer literacy: Microsoft Office Word, Excel, PowerPoint, Email and Internet. <p>Experience, Knowledge and Skills</p> <ul style="list-style-type: none"> - Experience of working in a secondary school and / or a Resourced Provision - Experience of working with people with physical or learning disabilities - Effective written communication skills - Effective verbal communication skills - Ability to read and respond to, both verbally and in writing, detailed reports relating to the care and education of students with disabilities. - Ability to approach all confidential matters with discretion, sensitivity and diplomacy. 	<p>Essential Essential Essential Essential Essential Essential Essential Essential Essential Desirable Desirable Essential Essential Essential Essential</p>	<p>A, I A, I A, I A, I A, I A A A, T A A, I A, I A, I T I I, T I, R I, R</p>

