



Job Title	Teaching Assistant (Senior School)
Date	June 2022
Department	Learning Support
Reports to	Head of Learning Support/SENCO
Responsible for	Providing learning support for pupils

Purpose of the Role

To work under the supervision of the classroom teacher and the SENDCo to provide support for teaching and learning and associated activities in accordance with school policies and procedures. This may include providing general support for whole class learning activities or supporting individuals or small groups of pupils. To support the personal and social needs of pupils in order to support their learning and development.

Departmental Information

The Learning Support Department delivers a wide range of interventions for pupils to help support their access to the school's curriculum.

Support is given to pupils who are experiencing a range of learning difficulties, Social, Emotional and Mental Health difficulties, and physical disabilities.

Main tasks and responsibilities

Support for pupils

To establish a good working relationship with the pupil to support them in a variety of ways and environments. This will include pastoral and academic support as well as sports, trips and visits.

Develop an understanding of the needs and targets of the pupils supported.

Motivate, encourage and direct learning

To deliver a directed curriculum and work alongside the teaching staff to devise and implement curriculum to support individual education plans/EHCPs.

To minimise barriers to learning and maximise pupil participation to promote the pupil's academic, social, emotional and behavioural development.

Support pupil engagement in the lessons using appropriate techniques e.g. scaffolding, simplifying tasks, resources and language, helping the pupil stay on task.

To support the pastoral welfare of the pupil and assist in their social, health, hygiene and emotional development.

To supervise the pupil on visits, trips and out of school activities as required and contribute to risk assessments and ensure effective implementation.

Assist the SENDCo with the development and implementation of Individual Education / Behavioural / Support / Mentoring plans and strategies.

To help the pupil manage and resolve conflict by using a variety of strategies.

To observe, evaluate and monitor pupil progress. Provide feedback to students in relation to progress and achievement under the guidance of the teaching staff

To work with other professionals, attend and participate in multidisciplinary meetings and contribute to the sharing of information and/or planning in relation to the pupil.

Share good practice and techniques with other staff.

To assist with the preparation of differentiated/scaffolded work for SEN students

Support for Staff

Use strategies, in liaison with the teacher, to support the students' learning outcomes.

Assist with the planning of learning activities as required.

Monitor the pupils' responses to learning activities and accurately record achievement and progress as directed and provide regular feedback to SENDCo/teachers on pupils' achievements, progress and challenges.

Promote and model positive behaviour, dealing promptly with conflicts and incidents in line with school's policies and in conjunction with the appropriate staff.

Administer routine tests and help deliver examination access arrangements (reading, transcribing, scribing) for pupils.

Supporting the School

Participate in all aspects of school life.

Be aware of and comply with school policies and procedures.

Reinforce the standards and expectations that exist within the school.

Ensure that confidentiality is maintained at all times.

Promote the positive image of the school within the local community.

Participate with the school's appraisal process.

Attend any professional development opportunities provided, within or outside of school, to develop experience and broaden awareness.

Attend briefing meetings as directed.

Person Specification	
Educational Attainment	
Have or working towards Level 2 Certificate in Supporting Teaching and Learning in Schools GCSE Maths and English Grade A – C or equivalent (e.g. Functional Skills)	
Essential Experience, Knowledge and Skills	Desirable Experience, Knowledge and Skills
Working with children in a learning support role up to and including KS4/GCSE.	STLS. L3
Supporting knowledge and practical evidence of supporting pupils with SEND	Able to support learning up to KS5 in a variety of subjects.
A good understanding of child development and learning processes.	Physically fit to support in PE and Games
Full understanding of the SEND Code of Practice 2014, as well as school policies relating to Special Educational Needs and Child Protection.	Ideally, at least 2 years' practical experience of supporting children
Passionate about raising standards for children with SEN	Working from and evaluating the progress of children.
Calm and patient with children	Awareness of policies relating to health and safety, equal opportunities, confidentiality and data protection
Flexible and creative in their thinking and practical work	At least 2 years' practical experience of implementing and evaluating nationally recognised intervention programmes with SEN groups/individuals.
Willing to constantly improve their own practice/knowledge through self-evaluation and learning from others	Plan, resource and deliver a set programme of work
Organised	
Support the school's assessment for learning processes	
Monitor and evaluate progress	
To be able to co-ordinate record keeping systems and processes in line with school policy	
Utilise ICT resources to support children's learning effectively	

Ackworth School is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment.

All staff are required to understand and adhere to the Schools Health and Safety policies. Job descriptions may be subject to review from time to time and can be altered or amended to meet the changing requirements of the School. They are not designed to limit the extent of the role but instead to outline the main tasks and responsibilities.