

TEACHING ASSISTANT

The main purpose of the role is to support pupils with a range of special educational needs in addition to supporting teaching staff with their responsibility for the development and education of children who have special educational needs.

Term Time only – 39 weeks (including Inset)

Grade F Point 17 - 22

Up to 28.5 hours per week (over Monday – Friday) TBC

MAIN DUTIES AND RESPONSIBILITIES

Under the direction of, and within an educational plan provided by a qualified teacher or designated supervisor:

- Provide support for SEN pupils in accordance with the outcomes set out in the pupil's EHC Plan.
- Act as keyworker for designated pupils.
- Ensure the pupil's needs are met and liaise with staff as appropriate to ensure the pupil is able to make progress with their learning.
- To actively engage in the delivery of the educational work programme and activities developed by teaching staff within competence.
- To develop and maintain learning support materials such as Social Stories, Contingency Planning, etc
- To supervise the activities of individuals or groups of pupils to ensure their safety and to facilitate their physical and emotional development.
- To undertake those activities necessary to meet the physical and emotional needs of individual or groups of pupils including children with special needs.
- To undertake those activities necessary to foster the intellectual and social development of children.
- To monitor individual pupils and to report problems and concerns to designated supervisor.
- To keep up to date records and produce reports on pupil progress covering educational, behavioural and emotional needs, and attend review meetings when appropriate.
- To attend TA meetings and Inset training (including Twilight sessions).
- To liaise with outside agencies regarding designated pupils, such as Advisory Teaching Service, Post 16 providers with reference to the Assistant SENCo and SENCo.
- To liaise with parents of designated pupils.
- To accompany and supervise pupils on extra curricular activities and visits.
- To maintain working knowledge of health issues affecting pupils such as ADHD, asthma, epilepsy, diabetes and autism.
- To maintain working knowledge of health and safety issues and good practice in specific learning environments eg. Science laboratories, Design Technology workshops, Food Technology areas.

DESIRABLE QUALIFICATIONS

- NVQ Level 3 Support Teaching & Learning in Schools (or equivalent) and/or relevant experience.
- Experience of working with pupils with Communication and Interaction Difficulties such as high functioning autism and Aspergers syndrome.
- A good general standard of education and understanding of the secondary curriculum; minimum 5 GCSEs (or equivalent) at grade C or above to include Maths, English and Science.
- IT literate (including some ability to use Microsoft Access and Excel)
- Ability to deal calmly and effectively with students and staff at all times.
- Good initiative.
- An ability to work flexibly within the Teaching Assistant role and as a team member.
- Able to communicate in verbal and written form with senior leaders and outside agencies.
- Be aware of and comply with policies and procedures relating to child protection, Prevent strategy, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person.
- As a role model, display a good level of personal presentation, time management skills and attendance.

SUPERVISORY RESPONSIBILITY

None

SUPERVISION RECEIVED

SENCo

Assistant SENCo

PRINCIPAL CONTACTS

SENCO, Assistant SENCo, Pupil, Classroom Teacher/Supervisor, Teaching Assistants, Parents.

This job description sets out the main duties of the post at the date when it was drawn up. Such duties may vary from time-to-time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

Please note that the school is committed to safeguarding and promoting the welfare of children in line with the DfE guidelines Keeping Children Safe in Education 2016.

The Crypt School has a policy commitment to equal opportunities in employment and seeks to ensure no employee or applicant receives less favourable treatment than another. All posts are filled on merit and suitability.