

Viking Academy Trust



Job Description

Position: TEACHING ASSISTANT with 1:1 responsibilities in support of SEND

Name of Member of Staff:

Member of Staff:

Date:

Executive Headteacher:

Date:

Viking Academy Trust

JOB DESCRIPTION: Teaching Assistant with 1:1 responsibilities in support of SEND

PREAMBLE

All staff and members of governance make the education of pupils at the Viking Academy Trust their first concern and are accountable for achieving the highest possible standards in work and conduct.

All staff and members of governance act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Viking Academy Trust Base School:	
Job Title:	Education Support Staff: Teaching Assistant with 1:1 responsibilities in support of SEND
Line Manager:	Head of School
Pay Grade:	Kent Range 3
Hours worked:	TBC

JOB CONTEXT

Teaching Assistants (TAs) will be expected to work effectively and within the safeguarding guidelines with individual pupils and/or small groups under the direction and supervision of a class teacher. They will contribute to, and need to demonstrate skills in, planning, monitoring, assessment and class management. TA's would also be expected to work as part of the school team and contribute to plans to ensure the school meets its aims. The post holder must work within the relevant policies, codes of practice and legislation reporting any concerns to the relevant person. The post holder must have good communications skills to be able to inform, persuade, inspire and motivate pupils and provide feedback to other professionals and parents as required.

What is a teaching assistant?

A number of different job titles are used for staff supporting teaching and learning. At the Viking Academy Trust we use the term "teaching assistant" and this includes staff based in the classroom for learning and pupil support, e.g. HLTAs, Senior TAs, teaching assistants (TAs), special needs support staff, EYFS practitioners, minority ethnic pupils support staff and bilingual assistants.

PURPOSE OF JOB



Support the class teacher in the teaching, learning and welfare of children to ensure they attain the targets set. Dealing with pupils therapeutic, behavioural and personal care needs. Implement structured learning intervention activities/teaching programmes and support pupils and groups of pupils in accessing learning activities under the guidance of the class teacher and/or AEN manager. Support the Pastoral team in meeting the needs of pupils with social, emotional and behavioural difficulties.

The role of the teaching assistant

The primary role of the teaching assistant should be to work with teachers to raise the learning and attainment of pupils while also promoting their independence, self-esteem and social inclusion. They give assistance to pupils so that they can access the curriculum, participate in learning and experience a sense of achievement. Teaching assistants are an integral part of the school workforce representing a substantial investment of school funding. School leaders' decision-making about the effective deployment of teaching assistants is crucial in making a difference to pupil achievement. Teaching assistants should act with honesty and integrity to uphold comparable standards to other education professionals, in order to make the education of pupils their first concern. By demonstrating values and behaviours consistent with their professional role, teaching assistants work with other education professionals within a common framework of expectations.

NECESSARY EXPERIENCE

- Good standard of general education (i.e. NVQ level 2 or equivalent) together with good numeracy and literature skills (preferably with GCSE Grade C or equivalent).
- Use basic technology (computer, video, photocopier)
- Knowledge of policies and procedures relating to child protection, health, safety, security, equal opportunities and confidentiality.
- Have the ability to relate well to children and adults, understanding their needs and being able to respond accordingly.
- Good influencing skills to encourage pupils to interact with others and be socially responsible.
- Previous experience of working with children would be an advantage.
- First Aid qualification would be an advantage.
- For 1:1 positions in support for SEND, a knowledge and understanding of a range of additional educational needs would be an advantage
- For 1:1 positions in support for SEND, the knowledge, skills, understanding and experience of a range of support strategies children with varied and complex learning needs would be an advantage
- For 1:1 positions in support for SEND, experience of and understanding of support strategies relating to speech and language and social communication difficulties would be an advantage
- For 1:1 positions in support for SEND, the ability to contribute effectively to personalised plans for individual pupils
- Excellent communication skills for collaboration and communication with staff and parents / families.
- Empathy and understanding of children's complex needs and how best to support families and children



- Demonstrable use of own initiative to adapt practice and support in response to the needs of a pupil.

SCOPE FOR IMPACT

TA's in schools make a strong contribution to pupils' learning and achievement. TA's provide support to teachers and schools allowing qualified teachers to make even more effective use of their time, professional knowledge, skills and understanding. TA's contribute to pupils' learning and will have a significant impact on pupils' achievement.

PRINCIPAL ACCOUNTABILITIES

- Be aware and compliant with current safeguarding guidance.
- Ensure the maintenance of a clean, orderly and safe working environment making sure that equipment/resources/materials are set out as per instructions received and used safely to enable pupils meet their learning targets.
- Assist teachers with learning activities ensuring health and safety and good behaviour of pupils (including off-site activities such as trips, swimming etc.).
- Support the pupils in accessing learning activities as directed by the teacher to enable pupils' make progress towards their targets.
- Lead intervention programmes on 1:1 or group level
- Be aware of and support differences to ensure all pupils have equal access to opportunities to learn and develop and be included.
- Provide admin support (e.g. photocopying, display, etc.) and undertake basic recording keeping in respect of pupil learning, behaviour management, child protection etc. (including liaising with therapists) as directed.
- Be aware of and comply with policies and procedures relating to safeguarding, child protection, health, safety, e- safety, security and confidentiality reporting all concerns to an appropriate person to ensure pupils' wellbeing.
- Contribute to the overall work/aims of the school and appreciate and support the role of colleagues and other professionals to enable the school fulfil its development plans etc.
- Undertake training and other learning activities and attend relevant meetings (within contracted hours) as required to ensure own continuing professional development.
- Undertake annual performance review.

OTHER RESPONSIBILITIES

Above all you need to like children, to want the very best for them and be prepared to put their needs first. Children will be at the heart of your work. You must be able to demonstrate that you understand the importance of educating the whole child within a creative & innovative school setting.

To maintain the highest standards of confidentiality at all times.*

Any other task - as requested by the Executive Headteacher or Head of School which shall be deemed to fall within the general boundaries of the post**

PERFORMANCE APPRAISAL

To attend regular staff meetings with the Head of School / Head of Year and to fully participate in the school's annual performance review procedure.

This job description may be amended at any time after discussion with you.



Your job description is intended as a reference document which identifies your main responsibilities and activities.

**NB Under no circumstances should a staff members discuss or share any information about a pupil or other matters with any parent or third party without prior consent. All enquiries concerning pupils should be directed to the class teacher, Head of Year / Leader of Learning or a member of the Senior Leadership Team*

***This job description describes in general terms the normal duties that the post holder will be expected to undertake. However, the job description or the duties therein may vary or be amended from time to time without changing the level of responsibility associated with this post or grade*

Appendix 1:

TEACHING ASSISTANT STANDARDS

The Professional Standards for Teaching Assistants

The four themes

The Professional Standards for Teaching Assistants are set out in four themes.

- 1. Personal and professional conduct**
- 2. Knowledge and understanding**
- 3. Teaching and learning**
- 4. Working with others**

Within each theme there are several standards expected of teaching assistants.

Why were these themes chosen?

Personal and professional conduct

In order for teaching assistants to provide effective support to teachers and pupils, they need to be clear about their role and responsibilities and how these fit within the wider structure of the school. In the same way as teachers, teaching assistants operate in a position of trust and are seen by pupils as role models. They should be able



to maintain proper boundaries with pupils and their behaviours should reflect this responsible position.

Knowledge and understanding

Teaching assistants should have sufficient knowledge and skills to help teachers support pupils in achieving their maximum potential. School leaders are best placed to make judgements about the type and level of knowledge and skills that individual teaching assistants need, as this will vary according to job role. This could include: subject knowledge; specialist skills and knowledge to support pupils with special educational needs or disabilities; knowledge of the curriculum; pedagogical knowledge; behaviour management strategies.

Teaching and learning

An important role of a teaching assistant is to support the teacher in ensuring the best possible outcomes for all pupils. The standards in this theme recognise that teaching assistants work under the supervision of a teacher in accordance with arrangements made by the head of the school. At Viking, we refer to the EEF guidance report (Education Endowment Foundation) for 'relevant strategies to support the work of the teacher'.

Working with others

Teaching assistants work with other professionals, parents, carers and outside agencies as well as with pupils themselves. Although other themes require teaching assistants to work collaboratively with others, these qualities and skills were considered so important and distinctive to the role as to merit their own theme.

Personal and professional conduct

Teaching assistants should uphold public trust in the education profession by:

- Having proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff.
- Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- Having regard for the need to safeguard pupils' well-being by following relevant statutory guidance along with school policies and practice.

- Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity.
- Committing to improve their own practice through self-evaluation and awareness.

Knowledge and understanding

Teaching assistants are expected to:

- Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to acquire the appropriate skills, qualifications, and/or experience required for the teaching assistant role, with support from the school/employer.
- Demonstrate expertise and skills in understanding the needs of all pupils (including specialist expertise as appropriate) and know how to contribute effectively to the adaptation and delivery of support to meet individual needs.
- Demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils.
- Understand their roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.

Teaching and learning

Teaching assistants are expected to:

- 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 including, where appropriate, those with special educational needs and disabilities.
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures.
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.



- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
- Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.

Working with others

Teaching assistants are expected to:

- Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them. • With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with.
- Understand their responsibility to share knowledge to inform planning and decision making.
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- Communicate their 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.

Appendix 2

Teaching assistant deployment

https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf

<https://www.gov.uk/government/publications/effective-deployment-of-classroom-staff>

http://educationendowmentfoundation.org.uk/uploads/toolkit/EEF_Teaching_and_learning_toolkit_Feb_2014.pdf

<http://www.maximisingtas.co.uk/>

Other resources



Statutory policies for schools

[SEND Code of Practice](#)

[Professional Standards for Teaching Assistants](#)

