



Hadlow Rural Community School

Job Description

Post Title:	Curriculum Support (Teaching Assistant)
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This job description may be amended at any time following discussion between the Headteacher and member of staff in the light of any changes in the requirements and priorities of the School, and will be reviewed annually.

Job Purpose

- To support a range of pupils with a diverse range of needs to access the curriculum, achieve and excel.
- To work together with class teachers, other support staff and independently to ensure that pupils acquire the skills they need to be included within the life of the school.
- To promote high expectations, high self-esteem and high levels of achievement and a culture of Inclusion, Equality and Diversity.

Areas of Responsibility and Key Tasks

- To support classes, specific pupils and groups of pupils in a range of subject areas, enabling them to access the curriculum and make excellent progress
- To support curriculum areas where required in covering staff absence
- To take a pro-active approach towards supporting pupils, including liaising regularly with classroom teachers to ensure pupils are well supported
- Creating personalised, differentiated resources for individual pupils
- To work towards specified targets for all pupils on the SEN register including those with EHC plans
- To plan and deliver personalised and small group intervention programmes and resources to support within lessons, including keeping records of progress towards targets
- To promote the self-esteem of all pupils and especially to actively promote positive views of disability
- To support the pastoral needs of pupils by delivering before school, break, lunch time and after school support where required.

- To support the school duty rota and extra-curricular programme as required.
- To use creative and varied approaches to engage, motivate and ensure that pupils work their hardest in class and small group work.
- To support assessments, both formal and informal through exam dispensation and access arrangements.

Other Duties:

- To be conversant with and implement the School's Equal Opportunities Policy and assist in ensuring that the policy is implemented by staff and clients of the School
- To play an active role as a member of the staff team, liaising with appropriate School and College staff as necessary to ensure the effective use of both School and College resources to achieve their missions
- To contribute and promote safeguarding at all times, to ensure the safety and security of children
- To comply with the safeguarding policy and procedure in addition to the safeguarding responsibilities within the scope of this role
- To understand and comply with relevant health and safety regulations
- To participate in the Hadlow Rural Community School Appraisal programme, agree objectives with the line manager and ensure they are achieved
- To undertake training and CPD
- To undertake such other duties as may reasonably be required of the post-holder

This description is intended to provide guidance on the range of duties associated with the post. It is not intended to provide a full and exhaustive definition. It may be subject to modification and the post holder may be required to undertake additional duties as required by the Headteacher

Signed and agreed:

Name:

Date:

Person Specification

Post Title:	Curriculum Support (Teaching Assistant)	
Qualifications	Essential	Desirable
Relevant experience or knowledge	✓	
Have achieved a nationally recognised qualification at level 2 or above in English/literacy and mathematics/numeracy	✓	
Qualification in supporting learners for whom English is an Additional Language		✓
Experience		
Experience of working with young people with SEN/disabilities	✓	
Skills and Knowledge		
Understanding the key factors that affect young people's learning and progress, with good knowledge of high incidence types of SEN	✓	
Skilled in planning and preparing well-structured activities that interest and motivate learners, advancing their learning	✓	
Knowledge and experience of the education sector		✓
Excellent interpersonal and team-working skills, with the ability to communicate effectively with a range of different people	✓	
Knowledge and experience of school procedures and structure		✓
High levels of literacy and numeracy skills and the ability to support the development of these skills in whole class and small groups	✓	
Understanding of how SEN, disability and other factors can present barriers to learning and know a range of strategies to support, including being confident in using effective strategies to promote positive behaviour	✓	
Ability to establish fair, respectful, trusting, supportive and constructive relationships with children and young people	✓	
Know how to use ICT to support their professional activities	✓	
Ability to support learners for whom English is an Additional Language		✓
Personal Qualities		
A reflective practitioner committed to improving their practice, knowledge and skills including responding to advice and feedback	✓	
Confidence and enthusiasm	✓	
Willingness to undertake further training and develop expertise in supporting particular types of SEN or disability, including gaining a level 3 award or working towards HLTA status	✓	
Ability to work under own initiative	✓	
Commitment to collaborative and cooperative working with others	✓	
Suitable to work with children	✓	
An understanding of equality and diversity and a commitment to promoting them throughout the school	✓	
An understanding of safeguarding and its importance within a school environment	✓	