



AMHERST SCHOOL

Job Description – Teaching Assistant

Role:	Teaching Assistant
Grade:	Kent Range 3
Salary	KR3
Responsible to:	Headteacher and Inclusion Manager

Purpose of the Job:

To work with teachers to support teaching and learning, providing general and specific assistance to pupils and staff under the direction, guidance and direct supervision of the classroom teacher.

Key duties and responsibilities:

1. To work under the direction and guidance of the Head teacher, Inclusion Manager and class teacher to assist in the educational and social development of pupils.
2. To liaise with the class teacher and Inclusion Manager in order to maximise efficiency and effectiveness and positively contribute to the student's welfare.
3. To support children within a range of learning environments in order to promote each child's intellectual, physical, social, emotional and spiritual development.
4. If working 1:1, to be aware of and implement children's care plans; this involves promoting a caring environment and the provision of a high standard of care including toileting, assisting a child with personal hygiene and mealtime assistance.
5. To promote the inclusion and acceptance of all children.
6. To provide the necessary pastoral care to enable children to feel secure and happy.
7. Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
8. Implement children's Provision Plans, as written by the Inclusion Manager and teachers. This includes monitoring the progress of children educationally and/or socially.
9. To support individual children within a group or class to enable them to participate fully in class activities; to be prepared to work with small groups of children both in and out of class. Assist teacher with observation and monitoring of the progress of the children,

keeping accurate records, in order to ensure documentation of all interventions with the children.

10. To deliver individual programmes devised by other professionals, e.g. speech therapists, physiotherapists, occupational therapists, as necessary. To assist student in the development of skills as targeted within the individualised programme.
11. Support those pupils identified by teachers, head teacher and inclusion manager with emotional or behavioural problems and assist with the development of social skills to promote positive behaviour patterns, raise self-esteem and improve independent working.
12. Participate and supervise pupils in off-site activities as directed by the head teacher, inclusion manager and/or class teacher, e.g. educational trips, walks etc. Supervise in PE lessons and at playtime to ensure the continued safety of the children.
13. Maintain high standards of safety and observe good practice in relation to health and safety issues.
14. Be aware of and pro-actively observe all school policies.
15. Such other duties as the class teacher, inclusion manager or head teacher may from time to time require.

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

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Person Specification – Teaching Assistant



The following outlines the criteria for this post.

Applicants should describe in their application how they meet these criteria.

	CRITERIA
QUALIFICATIONS	<ul style="list-style-type: none">• GCSE grade A-C in English and maths or equivalent: confident to deliver support in maths to all ability groups.
EXPERIENCE	<ul style="list-style-type: none">• Experience in a school setting, either as a teaching assistant or as a classroom volunteer.
SKILLS AND ABILITIES	<ul style="list-style-type: none">• Demonstrates a working understanding of current theory and practice in relation to learning, care and support for young people who have special educational needs.• Must be physically fit in case required to move and handle disabled children (in which instance full training would be provided), and if required be willing to help with personal care.• An ability to ‘think on your feet’ and be proactive, and the initiative to act or ask when unsure (TAs at Amherst have the support of a TA Mentor).• Confident to lead a small group on a specific learning objective• Ability to use ICT effectively to support learning.• Ability to self-evaluate learning needs and actively seek learning opportunities.• Ability to relate well to children and adults.• Able to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.• Ability to comply with policies and procedures relating to child protection, health, safety and security, confidentiality, data protection and equal opportunities.

KNOWLEDGE	<ul style="list-style-type: none">• A general understanding of national curriculum and other relevant learning programmes/strategies.• An understanding of relevant policies/codes of practice and awareness of relevant legislation.• A basic understanding of principles of child development and learning processes.