

## Job Description

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**Job title:** Teaching Assistant (Apprenticeship)  
**Reports to:** Senior Leadership Team / Principal  
**Location:** Strood Academy

### Job purpose

To assist in the support and inclusion of SEN and EAL pupils within the School. To work within a class, providing appropriate one-to-one support for an individual pupil, or support for a small group of pupils within class of any ability and in any curriculum area.

### General responsibilities

- Work effectively with other teaching staff in addressing the special educational needs of pupils, and contributing in a more general manner to the quality of teaching and learning. This includes attending various meetings where there are relevant items on the agenda – especially SEN annual review meetings
- Support and complement the work of teachers by:
  - Preparing resources
  - Responding to individual needs by personalising resources for an individual or a small group.
  - Supporting the teacher in behaviour management and reinforcing agreed rules in working with pupils
  - Assisting with assessing, recording and reporting (including verbal feedback to teacher and parents) on pupil progress and attainment.
  - Planning with a teacher specific strategies and targets for improvement, e.g. assist in the compilation, implementation and review of IEPs
- Be familiar with a range of resources suitable for individual or small group needs, and to use them to ensure pupil motivation
- Work with and act upon guidance provided by SENCO, and other professionals such as Speech Therapists and Educational Psychologists
- Liaise with the SENCO and class teachers regarding progress made, problems arising, and any difficulties with accessing work and/or resources
- Arrive in class, on or before the start of the lesson, and to begin and end lessons on time
- Set a good example in terms of personal presentation, attendance and punctuality
- Take appropriate action related to any problems or emergencies that occur during the lesson in accordance with the School's policies and procedures
- Comply with all school policies – particularly those on child protection, health and safety, confidentiality and data protection

### Supporting Pupils – Learning

- Assist in the promotion of development and learning (physical, emotional and behavioural)
- Work to develop inclusion of all pupils within a lesson. This may be done by encouraging pupils to work collaboratively, by ensuring equitable access to resources or by further developing the use of ICT in lessons
- Be familiar with a range of teaching resources and strategies suitable for the needs of individuals or small groups and to use them effectively, e.g.
  - Develop pupils' cognitive skills by reinforcing concepts or terminology or discussing a query raised by a pupil – thus enabling pupils to understand the subject matter and task at hand
  - Develop pupils' problem solving skills by providing opportunities for developing investigative skills, and encouraging pupils to use a variety of information sources and to seek a range of solutions

- o Assist in the development of other key skills which aid pupils' learning, e.g. Numeracy, Literacy or more specifically typing on a computer keyboard or time management skills
- o Give assistance by means of prompts, suggestions and hints to enable the learner to solve the problem/complete the task
- o Translate tasks at pupil level by restructuring the task into graded, achievable steps and provide appropriate resources to enable the pupil to turn potential into success
- o Encourage pupils to explain and understand their thought processes
- o Encourage pupils to work independently when appropriate, so they take responsibility more for their own learning and develop greater self-confidence, independence and pride in their own work
- o Enable pupils to become effective members of a group by ensuring they understand and follow the roles expected in group situations
- o Encourage pupils to build on existing effective relationships in order to share ideas and opinions with peers and adults

### **Supporting Pupils – Pastoral**

- Support the member of staff in providing a safe learning environment
- Provide support for pupils with emotional, social and behavioural problems, e.g. by giving time to listen to their concerns, to enable pupils to feel valued and respected
- Deal with or report, to the nearest member of the teaching staff, incidents that are seen or reported regarding pupils' welfare
- Report to the teacher any incidents of disruptive or unacceptable behaviour of pupils during the lesson that may be unknown to the teacher
- Assist in the personal and social care of the pupils
- Oversee the taking of prescribed medicines under the Headteacher's direction, and assist in the arrangements of any medical examinations
- Assist pupils to carry out personal care and hygiene tasks
- Assist identified pupils on arrival and departure from school
- Organise structured activities and games whenever appropriate to foster good social interaction when required
- Support child's interactions with peers during unstructured times e.g. lunchtimes/break times
- Act in accordance with the School's policies and procedures, in particular those relating to SEN and Child Protection
- Contribute to the Extended Schools programme as indicated within the School Improvement Plan, e.g. by assisting on school outings and various activities
- Health and Safety
- Undergo Basic First Aid/ Safeguarding training and update courses as directed by Headteacher
- Be aware of the responsibility for personal Health, Safety and Safeguarding and that of others who may be affected by your actions or inactions
- Cooperate with the employer on all issues to do with Health, Safety & Safeguarding

### **Continuing Professional Development – Personal**

- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments related to school efficiency, which may lead to improvements in the day-to-day running of the School.
- Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
- Maintain a professional portfolio of evidence to support the Performance Management process - evaluating and improving own practice.
- Attend Teaching Assistant meetings as directed.
- Additional tasks may be negotiated and agreed at the time of appointment and at annual review. These additional tasks are seen as an important part of the School's continuing professional development programme.

## Selection Criteria - Teaching Assistant

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- Grade C or above, in all of the core subjects; English, Maths,
- Good leadership skills
- Excellent interpersonal and communication skills
- Ability to effectively manage student behaviour, and to establish an appropriate classroom environment that supports and promotes learning and achievement
- An understanding of and commitment to policies for promoting equal opportunities in all aspects of work within the school
- A belief in inclusive education and the ability of all students to learn and make progress regardless of their socio-economic background
- Excellent attendance and punctuality record
- Ability to be flexible

### Safeguarding of students and Duty of care

All staff, regardless of role, level of seniority and location, have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment. We must collectively create an environment where children feel safe to learn, play, and grow. Children should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns.

All staff must be able to identify any children who are at risk of harm, and know the characteristics of abuse or neglect. If you suspect or confirm harm then it's essential you know what actions to take.

Annual safeguarding training is offered to all staff at Leigh Academies Trust, and it is the staff member's responsibility to be aware of the most up to date guidance documented in the [Keeping Children Safe in Education document \(Department of Education\)](#).

### Notes

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the academy/business unit at the reasonable discretion of the Principal/Director. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.