



"Where children come first"

Job Description

Post: Teaching Assistant/Learning Mentor for CIC children

Grade: Kent Range 3/ Kent Range 4

Salary: KR3 - £18,425 -17.5 hours/ KR4 - £18,517-£19,625 – 12.5 hours pro rata

Responsible to: Class Teacher/Designated Teacher

Hours: 30 Per week, 8:30 -3:15 (some flexibility for meetings) - *Term time only (38 Weeks)

Contract Type: Fixed term 1st September 2021 to 31st August 2022

**The postholder is required to work for 38 weeks per year. In addition, the postholder will receive a payment in respect of their pro rata entitlement to Annual Leave appropriate to their grade, Bank Holidays and the KCC concessionary day.*

Purpose of the job:

This job is split into two roles.

Class TA / 1-1 TA

- To support the class teacher with the teaching, social development and welfare of pupils to ensure they attain the targets set under their individual educational programmes. Dealing with pupils therapeutic, behavioural and personal care needs.
- To be flexibly deployed according to the changing needs of the pupils and school.
- To work in a range of contexts including supporting individual children, working with classes or groups and or a range of teachers throughout the school.
- To assist in promoting the learning and personal development of the pupil/pupils to whom you are assigned, to enable him/her to make best use of the educational opportunities available to them.

Learning Mentor:

- To undertake a daily check on attendance, punctuality and well – being.
- To provide regular mentoring sessions for each cic to support them in their learning.
- To monitor progress in lessons, liaising with subject teachers, and identifying appropriate / additional support as required.
- To be one of the links with foster carers and social workers for each Kent looked after child.

- To understand the requirements of the pep, and support the DT in the completion of these plans in a timely and purposeful fashion, ensuring the targets are SMART and tracking the achieving of them by students by the next pep.
- To identify annual pressure points, and provide on going mentoring support as appropriate (eg pre – exam revision, effective completion of homework, maintaining good friendship groups)
- To know each looked after child well, and be able to advise staff on any emerging difficulties or key dates that may affect school progress.
- To attend key meetings .
- To meet with VSK education support officer 3 x per year and discuss progress and impact of interventions for each looked after child.
- To provide such information as may reasonably be requested by VSK in support of progress of looked after child.

Key responsibilities:

1. To aid the pupil to learn as effectively as possible both in group situations and on his/her own by, for example:
 - Clarifying and explaining instructions.
 - Ensuring the pupil is able to use equipment and materials provided.
 - Motivating and encouraging the pupil(s) as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs.
 - Assisting in areas for development, e.g. behaviour, reading, spelling, maths, handwriting/presentation etc.
 - Using praise, commentary and assistance to encourage the pupil to concentrate and stay on task.
 - Liaising with class teacher, Inclusions Manager and other professionals about the provision for the pupil, contributing to the planning and delivery as appropriate.
 - Providing additional nurture to individuals when requested by the class teacher or Inclusions Manager.
 - Consistently and effectively implementing agreed behaviour management strategies.
 - Helping to make appropriate resources to support the pupil.
2. To establish supportive relationships with the pupil concerned and develop a relationship with their parents/carers to foster links between home and school, and to keep the school informed of relevant information.
3. To promote the acceptance and inclusion of the pupil, encouraging pupils to interact with each other in an appropriate and acceptable manner.
4. Monitor the pupil's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.

5. To give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self-reliance and self-esteem.
6. To mark pupils' work under the direction of the class teacher.
7. To support the pupil in their learning and their social and emotional skills both in and out of the classroom.
8. To provide regular feedback on the pupil's learning and behaviour to the teacher/inclusions manager, including feedback on the effectiveness of the behaviour strategies adopted.
9. Ensure the maintenance of a clean, orderly and safe working environment making sure that equipment/resources/materials are set out on time and as per instructions received and used safely to enable the pupil/s meet their learning targets.
10. Assist the teacher with learning activities ensuring health and safety and good behaviour of pupils (including off-site activities such as trips, swimming etc.).
11. Support the pupil/s in accessing learning activities as directed by the teacher but using own initiative to adapt learning activities as required to enable pupils' progress towards their targets. Be aware of and support differences to ensure the pupil/s have equal access to opportunities to learn and develop.
12. 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.
13. Undertake training and other learning activities and attend relevant meetings (within contracted hours) as required to ensure own continuing professional development.
14. Understand and comply with policies and procedures relating to child protection, equal opportunities, health, safety, security, confidentiality and data protection, reporting concerns to an appropriate person in order to maintain a safe and secure learning environment.
15. Contribute to the overall work/aims of the school and, in liaison with the teacher, establish constructive relationships and communicate with other agencies/professionals, in order to support the achievement and progress of pupils
16. Provide written and/or verbal reports regarding individual pupils for use by Teachers at Parents Evenings and other parental or support meetings.
17. TAs will be expected to work effectively 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. TAs would also be expected to work as part of the school team and contribute to plans to ensure the school meets its aims.
18. The post holder must work within the relevant policies, codes of practice and legislation reporting any concerns to the relevant person.

19. 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.

Support for the school

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

Arrangements for appraisal of performance

The role of Learning and wellbeing mentor will be monitored through the school's performance management programme and by members of the senior leadership team (SLT).

Signed: _____ Date: _____

Signed Headteacher: _____ Date: _____

Footnote: This job description is provided to assist the job holder to know what his/her main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post.