

JOB DESCRIPTION

SCHOOL: **HORIZONS SPECIALIST ACADEMY TRUST**

POST TITLE: Level 4 Teaching Assistant (Mo Mowlam Academy)

GRADE: R & C (SCP 15 - 18)

REPORTS TO: **Principal and Vice Principal (Primary)**

MAIN PURPOSE: To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision to meet the specific needs of students who have Autism and/or other Special Educational Needs. This may involve planning, preparing and delivering learning activities for individuals/groups or whole classes for P.P.A Cover, short-term absences and Interventions. This will include monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development. Responsible for the management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training

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TASKS:

SUPPORT FOR THE PUPIL:

- Assess the needs of pupils and use detailed knowledge and specialist skills to support the specific needs of students. Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Develop and implement Individual Education/ Behaviour Plans
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

SUPPORT FOR THE TEACHER:

- Organise and manage appropriate learning environment and resources
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence
- Supporting the role of parents in pupils learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc
- Administer and assess/mark tests and invigilate examinations/tests
- Production of lesson plans, worksheets, plans etc
- Support teaching staff in the carrying out of home visits and in the liaison with outside agencies
- Assist the teaching staff in the smooth transition between educational phases

SUPPORT FOR THE CURRICULUM:

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- Deliver local and national learning strategies e.g. literacy, numeracy, Early Years and make effective use of opportunities provided by other learning activities to support the development of pupils skills
- Use ICT effectively to support learning activities and develop pupils competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of pupils interests and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment

SUPPORT FOR THE SCHOOL:

- Comply with and assist with the development of policies and procedures relating to Child Protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class
- Being a member of the school/unit management team
- Assist with organisation and accompany teaching staff and pupils on visits, trips and out of school activities as required
- Attend all relevant team/staff/school meetings
- Participate in training and other learning activities and performance development as required
- Show a duty of care and take appropriate action to comply with Health & Safety requirements at all time
- Demonstrate and promote commitment to Equal Opportunities and to the elimination of behaviour and practices that could be discriminatory.

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

Signed:

Date:

PERSON SPECIFICATION		
TEACHING ASSISTANT – LEVEL 4		
CATEGORY	ESSENTIAL	DESIRABLE
QUALIFICATIONS	• 5 passes at GCSE level including Maths & English at grade A to C or equivalent. • BTEC, NNEB or NVQ3 in Teaching Assistance or appropriate experience	• HLTA status • Team Teach accreditation • Child Protection/Safeguarding training • Full driving license • Current first aid certificate
EXPERIENCE	• Significant experience of working with students with SEN/SEMH • Significant experience of working with students with a wide range of SEN/SEMH	• Experience of working with families and young people • Experience of working with multi-agency teams
KNOWLEDGE	• Knowledge and understanding of SEN/SEMH • Broad understanding of child development	
SKILLS	• Ability to relate well to children and adults • Ability to communicate clearly and effectively • Ability to work effectively within a team environment, understanding classroom roles and responsibilities. • Ability to build effective working relationships with all students and colleagues. • Ability to maintain a calm, focused approach under pressure • Ability to work on own initiative • Ability to promote a positive ethos and role model positive attributes. • ICT literate	
PERSONAL ATTRIBUTES	• Enthusiastic and positive approach • Commitment to professional development • Flexibility and willingness to accept change	