



JOB DESCRIPTION

Post Title: Learning Support Assistant

Ref: TA 1

Grade: Grade 5 PP 4-5

Hours/FTE: 30 hours per week, 39 weeks per year

Responsible to: SENDCO

Liaison with: Teaching Staff, Teaching Assistants, Professional Staff Involved in the Education of Children, Parents

Purpose of the Post: To carry out duties and responsibilities within the guidelines of the Derbyshire County Council agreed framework for Teaching Assistants and the Education Act 2002, with particular regard to the regulations made under Section 133 and the statutory responsibilities of the Governing Bodies of schools.

Purpose of the Job

The primary role of the teaching assistant should be to work with teachers to raise the learning and attainment of students while also promoting their independence, self-esteem and social inclusion. They give assistance to students so that they can access the curriculum, participate in learning and experience a sense of achievement.

Key responsibilities

Knowledge and understanding

Working under the direct supervision of the class teacher or Team Leader, Teaching assistants are expected to:

- Provide 1:1 support or small group support either in the classroom or in the inclusion department to support learning and EHCP outcomes.
- Contribute to the assessment and reviews of pupils under the direction of teachers, SENDCO, deputy SENDCO and assistant SENDCO.
- Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by:
 - reflecting on their own practice
 - liaising with school leaders
 - identifying and undergoing relevant professional development to improve personal effectiveness.
- Take opportunities to acquire the appropriate skills, qualifications, and/or experience required for the teaching assistant role, with support from the school/employer.
- Demonstrate expertise and skills in understanding the needs of all students (including specialist expertise as appropriate) and know how to contribute effectively to the adaptation and delivery of support to meet individual needs.
- Demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and students.
- Understand their roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.

Teaching and learning

Working under the direct supervision of the class teacher or Team Leader, Teaching assistants are expected to:

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all students including, where appropriate, those with special educational needs and disabilities. For example:
 - Helping students to stay on task during learning activities
 - Helping students to understand instructions
 - Supporting students in class groups implementing work set by the teacher
 - Supporting the teacher in the planning and resourcing of activities.
 - Supporting the use of ICT in the classroom.
 - Promoting independent learning
- Promote, support and facilitate inclusion by encouraging participation of all students in learning and extracurricular activities. For example, by escorting students on visits under guidance and overall supervision of class teachers or group leaders.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures.
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of student performance and progress as appropriate to the level of the role. (for example, by specific assessments or observation in lessons/interventions)
- Communicate effectively and sensitively with students to adapt to their needs and support their learning.
- Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.

Working with others

Teaching assistants are expected to:

- Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the students they work with.
- Understand their responsibility to share knowledge to inform planning and decision making.
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- Professionally communicate their knowledge and understanding of students to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.

GENERAL RESPONSIBILITIES

Personal and professional conduct

- Teaching assistants should uphold public trust in the education profession by:
- Having proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff.
- Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- Having regard for the need to safeguard students' well-being by following relevant statutory guidance along with school policies and practice
- Promoting social and emotional development of the students alongside other team members
- Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity.
- Committing to improve their own practice through self-evaluation and awareness and participating in the school's performance management scheme.

First Aid and Operational Support

- Participate in the school first aid rota.

- Maintain appropriate first aid qualifications.
- Support students requiring first aid assistance in accordance with school procedures.
- Record incidents accurately and promptly.
- Contribute to the school's wider duty and student support arrangements as required.
- To carry out such particular duties as the Headteacher may reasonably direct from time to time.

Note: This job description will be subject of a review as part of the appraisal scheme on a regular basis and any part of it may be amended as a result of such a review or at any time after consultation with the post holder.

New Mills School

Person Specification: Learning Support Assistant	Assessment
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	Essential	Desirable
Experience	Experience of working with children and young people	Experience of working with children who have a wide variety of educational needs
Skills and Knowledge	Should have knowledge and understanding of: • Classroom roles and responsibilities • policies and procedures relating to safeguarding, child protection, health and safety, equal opportunities, confidentiality Will be able to: • work with an individual or a group; • reinforce teaching points during teacher input; • clear up misunderstandings and sort out misconceptions; • model acceptable behaviour; • extend children's thinking skills; • assess children's understanding of text and reading skills; • assess children's understanding of maths concepts; • discuss with children their understanding of learning objectives; • encourage good social skills; • demonstrate good communication skills both written and spoken;	
Personal Effectiveness	• Calm and efficient under pressure • Demonstrates integrity, professionalism and confidentiality at all times. • Able to handle confidential information with discretion and professionalism • Demonstrates integrity and professionalism at all times. • Able to work collaboratively with colleagues across the school. • Positive and solution-focused approach to work. • Be a team player • Demonstrate empathy • Positive and solution-focused approach to work. • Flexible and adaptable • Can prioritise workload and show Initiative	

Qualifications	• GCSE in Maths and English at Grade C/4 or above or equivalent, to demonstrate levels of numeracy and literacy • Relevant qualification equivalent to National Qualification Framework Level 2 • First Aid Certificate (or a willingness to undertake First Aid training)	
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