



Job Description

Position Title	Teaching Assistant (Supporting and Delivering Learning)		
Location	South Molton Community College, SEND Department		
Reporting to	SENDCo		
Position Number(s)			
Grade	B		
Directorate/Section/School	South Molton Community College		
Effective date of JD		JE Job Number	G.0716

PURPOSE OF JOB

To work under the direct instruction of teaching/senior staff, usually in the classroom with the teacher, to support access to learning for pupils and provide general support to the teacher in the management of pupils and the classroom. Work might occasionally, but not regularly, take place outside the main teaching area.

MAJOR RESPONSIBILITIES

To work under direct supervision/instruction to support access to learning by:

- Attending to the welfare and personal care of pupils including those with special educational needs
- Working with small groups or one to one
- Undertaking general clerical/organisational support for the teacher/SENDCo
- Key Worker to a number of specified SEN pupils which will include regular contact with parents.

DUTIES

Support the teacher by:

- Preparing the classroom as directed for lessons and clearing afterwards
- Assisting with the display of pupils work
- Being aware of pupil problems/progress/achievements and reporting these to the teacher as agreed
- Undertaking pupil record keeping as requested
- Being aware of/working within planned learning activities
- Occasional contribution to planning e.g. for individual pupils, general literacy/numeracy
- Working with the teacher in managing pupil behaviour and reporting difficulties as appropriate
- Gathering/reporting information from/to parents/carers as directed
- Invigilating/administering routine tests/exams

- Providing clerical/administrative support e.g. photocopying, typing, filing, collecting money etc.

Supporting pupils by:

- Supervising and providing support for pupils, including those with special needs, ensuring their safety and access to learning
- Attending to the pupils personal needs, and implementing related personal programmes, including social, health, physical, hygiene, first aid and welfare matters
- Establishing good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs
- Promoting the inclusion and acceptance of all pupils
- Encouraging pupils to interact with others and to engage in activities led by the teacher
- Encouraging pupils to act independently as appropriate

Support the curriculum by:

- Supporting pupils to understand instructions
- Supporting pupils in respect of local and national learning strategies e.g. literacy, numeracy, KS3, early years etc. as directed by the teacher
- Supporting pupils using ICT as directed
- Preparing and maintaining equipment/resources as directed by the teacher and assisting pupils in their use

Support the school by:

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop
- Contributing to the overall ethos/work/aims of the school
- Appreciating and supporting the role of other professionals
- Attending relevant meetings as required
- Participating in training and other learning activities and performance development as required
- Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtimes as required every day and wear PPE as instructed.
- Accompanying teaching staff and pupils on visits, trips and out of school activities as required

General:

Supporting the school by being aware of and complying with policies and procedures relating to child protection, health & safety, confidentiality and data protection, and reporting all concerns to an appropriate person. Also, by being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop. The post holder should contribute to the overall ethos/work/aims of the school and promoting the school at all times

SMCC is committed to safeguarding and promoting the welfare of children. All staff employed at our school must be dedicated to securing the health, safety and wellbeing of children, as well as colleagues.

Any requirement to work additional hours, overtime or to take TOIL, must be authorised in advance by the line manager.

It is expected that the post holder will engage with and participate in any training, Continued Professional Development (CPD) as required in order to maintain the skills and confidence to meet the requirements of the role. Some of this training/CPD will require travel to other locations. Training and supporting colleagues and any other staff as appropriate and when required.

In this varied and demanding post, the incumbent would be expected to manage multiple and changing priorities, often at short notice.

This job description refers to the principal duties and responsibilities of the post. It does not necessarily list in detail all the tasks required to carry out these duties and responsibilities. Consequently, the list of duties/tasks is not exhaustive. The incumbent will be required to undertake any other appropriate tasks as directed by the line manager and/or members of the Senior Leadership Team, consistent with and in the broad spirit of this job description.

1. Supervision / Management of People:

The post holder may occasionally be responsible for the supervision of other members of staff including other Teaching Assistants.

2. Creativity and Innovation:

In general, the post holder will work within the prescribed procedures such as SMCC and/or Local Education Authority/Department for Education guidelines, policies and statutory regulations.

They will assist the and other colleagues in the development of school policies and procedure and liaise with and work along side other agencies to adapt approaches to support student needs.

They will need to exercise a high standard of customer service in order to get the job done effectively and efficiently. For example, the post holder will be required to offer parents

initial/general advice and guidance if teaching staff are unavailable. Basic problem solving challenges will arise and the post holder will need to have good interpersonal skills when seeking advice and guidance from colleagues, other departments and external agencies.

3. Contacts & Relationships:

The post holder will have daily telephone, e-mail and face-to-face contact with staff/parents/pupils and also with outside agencies such as other schools.

When dealing with a complaint or a Child Protection/Safeguarding issue, a high level of confidentiality, discretion and tactfulness must be observed at all times due to the sensitivity of information which the post holder may become party to. Some of our pupils have profound and complex learning difficulties and the post holder will need to have a basic awareness of the pressures and difficulties this puts on the families of these pupils. The post holder may find themselves dealing with parents in stressful and upsetting situations, which occasionally, may mean they are rude, aggressive, angry and present other emotions, requiring a calm, diplomatic and understanding response.

4. Decisions – Discretion/Levels of Responsibility:

The work will be generally carried out within laid down policies which offer a range of recognised options and the post holder will be free to interpret the appropriate outcome.

5. Decisions – Consequences/Effects:

Day-to-day operational effectiveness is directly impacted on by decisions made such as the most appropriate deployment of staff and the resulting actions following discussions with staff, parents and carers regarding specific pupil needs. Pupil attainment and safety must therefore be positively affected by all decisions made.

6. Resources:

To manage appropriate resources for Special Needs and Learning Support and ensure that they are used efficiently, effectively and safely.

7. Work Demands:

Expected to juggle multiple tasks and prioritise own workload accordingly whilst dealing with constant interruptions. Daily deadlines include updates to the SIMS system and other school databases. Other deadlines will vary weekly, monthly, termly or per academic year.

8. Physical Demands:

Carrying curriculum resources and ensuring classroom furniture is appropriately set out.

9. Working Conditions:

Secondary school environment, working in classrooms and most other teaching/curriculum spaces around the site.

10. Work Context:

Delivering Special Educational Needs and general support in a secondary school setting. On occasions, some pupils can present unpredictable behaviour.

11. Knowledge and Skills:

- The post holder will be qualified to minimum Level 2 at grade C or above, or hold a level of experience and knowledge comparable to obtaining such qualification.
- The post holders will effective in the development of Learning Plans and have a thorough knowledge and understanding of interventions and multi agency approaches to ensure that such plans have impact and positively support the students needs both educationally and pastorally.
- The post holder will have be able to assess and effectively interpret student data in order to support their work, the work of other Teaching Assistants and support the role of the SENDCo
- Have a clear understanding how to deliver learning
- The Post holder will need strong organisational/prioritising skills and the ability to work unsupervised and use initiative;
- The post holder should have well developed interpersonal skills, and have demonstrable experience dealing with conflict resolution, using tact and diplomacy;
- Highly developed Customer Service skills;
- The incumbent must be a confident communicator, and comfortable at dealing with people at all levels in a wide variety of situations;
- Excellent working knowledge of Microsoft Office applications is essential;
- The post holder must be resilient and calm with a good sense of humour;
- Good problem solving skills are essential;
- A broad, demonstrable experience in planning and leading curriculum support is essential.

Person specification:

TITLE Generalist Teaching Assistant
(Level 1)

SCHOOL

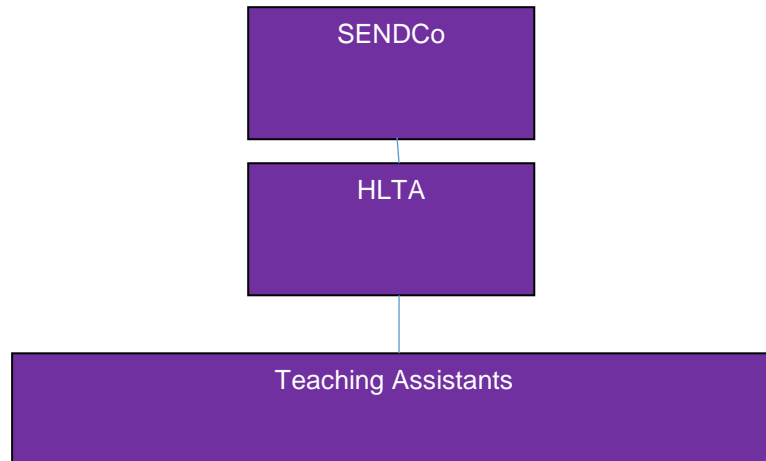
GRADE B

Category	Requirements	Essential/ Desirable	Method of Assessment ¹
Education/Training	Good numeracy/literacy skills Minimum Level 2/GCSE Maths/English at grade C or above	Essential	A
	Requirement to participate in training/development as/when identified by line manager as essential for performance of the post	Essential	A, I
	Willingness to participate in other development and training opportunities	Essential	A, I
Experience	Working with or caring for children of relevant age	Essential	A, I
Skills/Abilities	Ability to use technology to a basic level – e.g. computer, video, photocopier etc.	Essential	A, I
	Ability to relate well to children and adults	Essential	A, I
	Ability to work constructively as part of a team, to understand classroom roles and responsibilities and to understand own position within these	Essential	A, I

¹ Key for Method of Assessment:
A – Application I – Interview

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Structure chart



Health & Safety:

Potential Hazards	Applicable to this job? (✓)	Action to be taken	<i>Examples of action to be taken (this list is not exhaustive)</i>
Display Screen Equipment	✓	DSE Workstation Assessment on appointment	<i>Conduct regular workstation assessments through Oshens software</i>
Electricity – fixed / portable	✓	Ensure PAT testing is up to date.	<i>Ensure PAT² certificates are up-to-date</i>
Manual handling	✓	Very light manual handling consistent with an office environment i.e. moving boxes of paper	<i>Ensure J/H attends appropriate training</i>
Verbal / physical abuse	✓	Possible risk due to exposure and access to pupils. Ensure post holder familiar with appropriate reporting procedures	<i>Ensure J/H is familiar with appropriate policies & procedures</i>
Work equipment			<i>Ensure J/H is familiar with all equipment and its proper usage and maintenance</i>
Fire			<i>Ensure J/H is familiar with evacuation procedures and use of fire-fighting equipment (if appropriate)</i>
Environmental			<i>Wear appropriate PPE³</i>
Isolation / lone-		Ensure post holder familiar	<i>Ensure J/H is familiar with</i>

working	✓	with appropriate reporting procedures relating to pupils and safeguarding	<i>appropriate policies & procedures</i>
Slips, trips & falls			<i>Ensure J/H is familiar with appropriate policies & procedures</i>
Chemical			<i>Ensure J/H is familiar with appropriate policies & procedures and wears PPE if required</i>
Working with Vulnerable persons			<i>Ensure J/H is familiar with appropriate policies & procedures</i>
Premises related			<i>Ensure J/H is familiar with appropriate policies & procedures</i>
Transport risks			<i>Ensure J/H is familiar with operation of vehicle(s) and safety procedures</i>
Working at heights			<i>Ensure J/H wears appropriate PPE and follows safe system of work</i>
Other hazards not identified above			<i>Deal with on an individual basis,</i>

Job GLPC profile – to be completed by HR.

SMP	C&I	C&R	D.D	D.C	Res	WDM	PDM	WCN	WCT	K&S	Score

Signatures:

I, the manager, confirm this is a true and accurate reflection of the job. This job description has been written in conjunction with the post holder (where applicable) who is aware that the post is being submitted for evaluation.

Job Description agreed by:

Job Holder (if in place): _____ **Date:** _____

Line/Originating Manager: _____ **Date:** _____

Principal _____ **Date:** _____