

SEFTON METROPOLITAN BOROUGH COUNCIL
PRESFIELD HIGH SCHOOL & SPECIALIST COLLEGE

JOB DESCRIPTION

Post: **Teaching Assistant - Level 3**

Grade: **Grade F**

Responsible to: Lead Teaching Assistant

Responsible for: Directly supporting the delivery of the Curriculum across
Key Stages 3, 4 & 5

JOB PURPOSE

- To support the delivery of the curriculum across Key Stages 3, 4 & 5 in line with the plans of the school
- To prepare, deliver and evaluate intervention programmes to pupils, of different ages and ability levels.
- To be familiar and confident within the entirety of the National Curriculum along with pathways for formal qualifications such as Entry Level and GCSE.
- To support teachers both specialist and non specialist with the organising of equipment required for lessons and learning activities.
- To provide specialist support for pupils with a diagnosis of ASC.
- To liaise effectively with the Curriculum Lead with a child centred approach.
- To liaise and maintain good working relationships with other school staff, parents and outside agencies as required.
- To promote positive learning across the curriculum in order to maximise students opportunities for success
- Work from bespoke timetables and pathways for students who require extra support.
- To keep up to date with curriculum developments and appropriate training.

MAIN DUTIES

Support for the Pupil

- Prepare, deliver and evaluate intervention programmes as directed by the pastoral team. This may be 1:1 or a small group.
- Identify barriers to learning with the support of the class/subject teacher. Support the identification of appropriate AET targets to help combat identified barriers across the curriculum.

- Support pupils in developing their learning and thinking skills and becoming independent, cooperative and collaborative learners.
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Promote inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure.
- Provide feedback to pupils in relation to progress and achievement under the guidance and direction of the teacher.
- Implement individual SALT / OT / Physio programmes as and when required.
- Provide additional support for individual pupils enabling them to maintain their access to learning, this will include personal care, pastoral support, facilitating use of specialist equipment, etc.
- Medical Needs – willingness to support student/pupils individual medical needs following appropriate training.

Support for the Teacher

- Cover lessons when appropriate/necessary.
- Be proactive in lessons and preparation activities to enthuse and engage students and other non-specialist staff.
- Support with extra-curricular activities for students.
- Keep training for self up to date in order to enrich student learning across the curriculum.
- Provide minimal clerical / administration support (e.g. photocopying, typing, filing, collecting money, etc.).
- Contribute to the creation of specialist resources to enhance the Curriculum e.g. visual supports for individuals / groups of pupils.
- Establish and maintain an appropriate learning environment under the supervision of the teacher.
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records in agreed format with the teacher, contributing to reviews of systems / records as requested.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy.
- Liaise sensitively and effectively with parents / carers as agreed with the teacher within role / responsibility and participate in feedback sessions / meetings with parents under teacher's supervision.

Support for the Curriculum

- Have knowledge and experience of all areas across the National Curriculum.
- Support the delivery of agreed learning activities / learning programmes, adjusting activities according to pupil learning styles and individual needs.
- Assist pupils to access learning activities through specialist support e.g. curriculum / SEN specialism.

Support for the School

- Keep yourself informed of student information in order to have a proactive response and preempt any challenges and remove barriers to learning. (Form bulletins, briefings etc)
- Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned).
- Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the school ethos, aims and development / improvement plan.
- Provide consistency by acting as Cover Supervisor in the unplanned absence of the Teacher.
- Attend and participate in regular meetings as appropriate.
- Participate in training and other learning activities as required.
- Assist with the planning of opportunities for pupils to learn in out-of-school contexts, according to school policies and procedures and within working hours.
- Accompany teaching staff and pupils on visits, trips and out-of-school activities as required.
- Help maintain and promote good use of the intervention spaces.

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.

We are committed to promoting the safeguarding and welfare of children and Young People and expect all staff and volunteers to share this commitment. All successful applicants will be requested to undertake an Enhanced Disclosure and Barring Service check.

Due to the nature of the work involved, this post is "exempt" from the provision of the Rehabilitation of Offenders Act 1974.

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PRESFIELD HIGH SCHOOL & SPECIALIST COLLEGE

PERSON DESCRIPTION

Post: Teaching Assistant - Level 3

Grade: Grade F

	Essential (E) or Desirable (D)	Source: Application form (A) Interview (I) Reference (R)
<p><u>Skills</u></p> <ul style="list-style-type: none"> • Ability to work effectively within a team environment, understanding classroom roles and responsibilities · Ability to build effective working relationships with all pupils and colleagues • Ability to promote a positive ethos and role model positive attributes • Good personal numeracy and literacy skills • Good ICT skills including the use of Microsoft Office programmes and Google Suite • Ability to plan, implement and evaluate individual working programmes for children with Autism and other diagnosis • Ability to manage and de-escalate situations that involve children displaying challenging behaviour • Ability to communicate well and develop effective relationships/partnerships with parents • Good organisational skills • Willingness to support extra curricular activities including residential • A flexible approach to all aspects of the role. • Able to work as part of a team or under own direction • Maintain accurate records of assessment, bespoke target achievements and progress measures • Prepare, deliver and evaluate intervention programmes as directed by the subject lead. This may be 1:1 or small group. 	<p>E</p> <p>E</p> <p>D</p> <p>D</p> <p>D</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p>	<p>AIR</p> <p>R</p> <p>IR</p> <p>AI</p> <p>AI</p> <p>AIR</p> <p>IR</p> <p>AIR</p> <p>AI</p> <p>AIR</p> <p>AIR</p> <p>AIR</p> <p>AIR</p>
<p><u>Knowledge and Understanding</u></p> <ul style="list-style-type: none"> • Willingness to develop an Awareness of inclusion within a special school setting with a focus on Autism • Able to prepare resources to support learning programmes • Be able to lead and maintain whole school training on a variety of initiatives 	<p>E</p> <p>E</p> <p>D</p>	<p>AI</p> <p>I</p> <p>I</p>

<p><u>Qualifications and Training</u></p> <ul style="list-style-type: none"> • Experience of working in a special school • GCSE/O Level Maths and English • Willingness to participate in relevant training up to intermediate level and lead whole school training. Willingness to undertake First Aid in the outdoors training • Willingness to drive the school minibus and/or car 	<p>D D E D</p>	<p>A A A I</p>
<p><u>Professional Values and Practice</u></p> <p>Must be able to demonstrate the following:</p> <ul style="list-style-type: none"> • High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements • Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners • Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work • Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice • Able to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning • Able to improve their own practice through self reflection observations, evaluation and discussion with colleagues • Be able to liaise with other staff in a consultancy role offering support in behaviour management and positive handling on a regular basis. • Report to Senior Leadership and Governors to support the Curriculum Leaders • Act as a positive activity role model during unstructured time • Demonstrate resilience and calmness during challenging situations. 	<p>E E E E E E E E E E</p>	<p>AIR AIR IR IR AIR AIR AIR AIR AIR AIR</p>