

## JOB DESCRIPTION

### Role: Teaching Assistant; Inclusion Faculty

Accountable to: SENCo

Grade: 3

<b>Key Purpose</b>	The primary role of the teaching assistant (TA) is to work with teachers and other colleagues to raise the learning and attainment of pupils while also promoting their independence, self-esteem, wellbeing and social inclusion. They give assistance to pupils so that they can access the curriculum, participate in learning and personal development activities and experience a sense of achievement
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<b>Key Tasks</b>	
	<ul style="list-style-type: none"> <li>• 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 pupils including, where appropriate, those with special educational needs and disabilities.</li> <li>• Liaise with teacher colleagues to plan effective in-lesson support</li> <li>• Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.</li> <li>• Plan and implement where needed specialist programmes of intervention to accelerate rates of progress for individuals and/or target groups of pupils</li> <li>• Work flexibly within the day to enable contribution to intervention, clubs or other activities during students' break or lunch times</li> <li>• Use effective behaviour management strategies consistently in line with the school's policy and procedures.</li> <li>• Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.</li> <li>• Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.</li> <li>• Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.</li> <li>• Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.</li> <li>• With the class teacher where appropriate, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with.</li> <li>• Share knowledge to inform planning and decision making and support colleagues' work with particular students or groups of students</li> <li>• Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.</li> </ul>

- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.
- Demonstrate expertise and skills in understanding the needs of all pupils (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 the role and apply this effectively in supporting teachers and pupils.
- Understand TA roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.
- Accompany students on school trips
- Undertake First Aid training and be part of the First Aid rota as necessary

#### **Other Specific Duties**

- To play a full part in the life of the school community, supporting the school mission, ethos and principles
- To promote actively the school's policies
- To comply with the school's Health and Safety Policy and Safeguarding/Child Protection procedures
- To continue personal professional development
- To undertake any other duty as specified in the TA standards document not mentioned in the above section
- To comply with any reasonable request from the Head teacher to undertake work of a similar level that is not specified in this job description
- General tasks vary from time to time to take account of the changing nature of the school and the demands placed upon it. Such changes are normal parts of the post and as such do not constitute a change to the general job description
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers
- Employees are expected to set a good example in terms of dress punctuality and attendance
- Employees must uphold the school's behaviour code and uniform regulations
- The school will endeavour to make any reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition
- This job description is current at the date shown, but following consultation with you, may be changed by the Headteacher to reflect or anticipate changes which are commensurate with the salary and job title

# **Levenshulme High School**

## **The Greater Manchester Education Trust**

### **Person Specification**

#### **Teaching Assistant – Grade 3**

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##### **For this job we are looking for:**

- Experience of working with or caring for children of a relevant age
- Experience of working with pupils who have SEMH needs, both inside and outside of the classroom
- A good level of subject knowledge in English to GCSE level or above
- Numeracy and IT literacy
- Ability to relate well to children and adults
- Ability to work as part of a team and communicate effectively with a wide range of colleagues
- Commitment to the values and ethos of the school
- An understanding of the role of the Teaching Assistant and other professionals working in the classroom
- Ability to use relevant technology to support and enhance learning
- Willingness to learn about curriculum demands across a range of subjects to effectively support students across subjects
- Basic understanding of child development and learning
- Willingness to undertake first aid training

##### **Personal Style and Behaviour**

- Tact and diplomacy in all interpersonal relationships with the public, students and colleagues at work
- Self-motivation and personal drive to complete tasks to the required timescales and quality standards
- The flexibility to adapt to changing workload demands and new school challenges
- Personal commitment to ensure that the provision of support is equally accessible and appropriate to meet the diverse needs of students
- Personal commitment to continuous self-development
- A commitment to school improvement

**Successful applicants are subject to appropriate vetting procedures including social media, online background checks and a satisfactory Enhanced DBS Check from the Disclosure and Barring Service**

