**Student Engagement Programme (SEP)**

**Teaching Assistant**

(Scale 3) TTO + 5 PD days

Job Description

|  |
| --- |
| Job Purpose |
| To work under the guidance of the Student Engagement Tutor and senior staff to support and enable access to learning for students and to assist the tutor and teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area. |
| Major Tasks  |
| To work at all times according to the ethos, aims and policies of the SEP.Support for students* Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
* Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
* Establish constructive relationships with pupils and interact with them according to individual needs
* Promote the inclusion and acceptance of all pupils
* Encourage pupils to interact with others and engage in activities led by the teacher
* Set challenging and demanding expectations and promote self-esteem and independence
* Provide feedback to pupils in relation to progress and achievement under guidance of the teacher

Support for teachers* Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils’ work
* Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
* Assist with the planning of learning activities
* Monitor pupils’ responses to learning activities and accurately record achievement/progress as directed
* Provide detailed and regular feedback to teachers on pupils achievement, progress, problems etc.
* Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
* Establish constructive relationships with parents/carers
* Administer routine tests and invigilate exams and undertake routine marking of pupils’ work
* Provide clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework etc.

Support for the Curriculum* Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
* Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years recording achievement and progress and feeding back to the teacher
* Support the use of ICT in learning activities and develop pupils’ competence and independence in its use
* Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use

Support for the SEP* Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all 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
* Appreciate and support the role of other professionals
* Attend and participate in relevant meetings as required
* Participate in training and other learning activities and performance development as required
* Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime
* Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
 |
| Contacts & Relationships |
| * Internal Contacts – SEP Tutor and SEP Learning Co-ordinator.
* External Contacts - Parents and/or guardians, children, foster carers, other agencies voluntary, community and social enterprise sector organisations and government departments
 |
| Creativity |
| * Using imagination and creative skills to support the needs of children
* Using imagination and creative skills to identify new approaches to enhance provision and eliminate barriers to learning for specific children.
 |
| Decisions |
| * The post holder will make decisions on day to day basis related to on-going pupil need and school requests for support
 |
| Management & Supervision |
| * None
 |
| Supervision Received |
| * The post holder will have an annual PPD and interim review
* The post holder will liaise with the Learning Coordinator as appropriate
 |
| Complexity |
| * The post holder will be expected to use professional judgements required to undertake the role in dealing with Children.
 |
| Resources |
| * This post is required to handle personal, sensitive and confidential information relating to children/young people with SEND and their families, for example, details of children’s addresses, educational needs and any health diagnosis.
* The post holder will be responsible for using and maintaining equipment that supports children and young people in an educational setting eg interactive whiteboard, projector, ICT equipment.
 |
| Impact |
| * Working under the guidance of the SEP Tutor and senior staff to support and enable access to learning for students and to assist the tutor and teacher in the management of pupils and the classroom.
 |
| Physical Demands |
| * Requirement to move around the classroom to support children and to work at height in order to arrange wall displays.
 |
| Working Environment |
| * In the main this post works in the environmental  equivalent to working in an office in terms of heat, ventilation and lighting. There may be occasional exposure to conditions such as would be found outside; for example travelling to different sites and playground conditions. Work may be carried out in the classroom or outside the main teaching area.
 |
| Emotional Context  |
| * The emotional strain or distress this role is expected to face would be limited. However, there may be times when the post is subject to conflict or to information that may be upsetting. However, this would be incidental and it would not be a formal part of the job to deal with this information.
 |
| Other |
| The postholder will be expected carry out any other duties as are within the scope, spirit and purpose of the job, commensurate with the grade. The postholder will be expected to actively follow Telford & Wrekin Council policies, including those such as Equal Opportunities, Human Resources, Information Security and Code of Conduct etc. The postholder will be expected to maintain an awareness and observation of Fire and Health & Safety Regulations. |

Person Specification

|  |  |
| --- | --- |
| Criteria | Standard |
| Qualifications | * Good numeracy/literacy skills
* Completion of DfES Teacher Assistant Induction Programme
* NVQ 2 for Teaching Assistants or equivalent qualifications or experience
* Training in the relevant learning strategies e.g. literacy
* First aid training/training as appropriate
 |
| Experience | * Working with or caring for children of relevant age
 |
| Knowledge | * Effective use of ICT to support learning
* Use of other equipment technology – video, photocopier
* Understanding of relevant polices/codes of practice and awareness of relevant legislation
* General understanding of national/foundation stage curriculum and other basic learning programmes/strategies
* Basic understanding of child development and learning
* Ability to self-evaluate learning needs and actively seek learning opportunities
* Ability to relate well to children and adults
* Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these
 |
| Skills | * Effective use of ICT to support learning
* Use of other equipment technology – video, photocopier
* Understanding of relevant polices/codes of practice and awareness of relevant legislation
* General understanding of national/foundation stage curriculum and other basic learning programmes/strategies
* Basic understanding of child development and learning
* Ability to self-evaluate learning needs and actively seek learning opportunities
* Ability to relate well to children and adults
* Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these
 |
| Personal style & behaviours | * As a council employee you will be supported and expected to demonstrate the Councils Core Behaviours. Please note that these may be updated from time to time and are available on the Council’s intranet pages.
 |
| Fluency Duty | This post has been identified as a customer facing role and therefore the Council is required to fulfil their statutory duty under Part 7 of the Immigration Act 2016. As a public body the Council is obliged to ensure members of staff in such roles are able to have a command of spoken English which is sufficient to enable the effective performance of their role. The post holder:* Can understand a wide range of demanding, longer clauses, and recognise implicit meaning.
* Can express ideas fluently and spontaneously without much obvious searching for expressions.
* Can use language flexibly and effectively for social, academic and professional purposes.
* Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
 |

We will ensure, so far as is reasonably practicable, that no disabled applicant is placed at a substantial disadvantage. This person specification includes what we believe are fully justifiable essential and desirable selection criteria. Provided that the selection criteria unconnected with the disability are met, we will make ALL reasonable adjustments in order that someone with a disability can undertake the duties involved.

|  |  |
| --- | --- |
| Type of criminal records checks required for this post | Tick as required |
| None |  |
| Basic Disclosure |  |
| Standard Disclosure |  |
| Enhanced Disclosure | Y |
| Working with Adults - Regulated Activity | Y |
| Working with Children - Regulated Activity | Y |

Information on types of criminal records checks is available at:

<https://www.gov.uk/disclosure-barring-service-check>