

# LITTLE HEATH SCHOOL

Reading, Berkshire

Specialist Science and Mathematics College;  
High Performing Secondary School



<b>JOB DESCRIPTION:</b>	Teaching Assistant
<b>Job Title</b>	Inclusion Teaching Assistant
<b>Grade/Salary Range/Hours:</b>	Grade C-SP3 £18,887.00 p.a. pro-rata (Approximately £11,255.00 p.a. 37 hours per week, (term time only, plus one Inset).
<b>Report to:</b>	To be responsible to the Inclusion management team, including the SENCo
<b>Job Purpose:</b>	

The Teaching Assistant will:

- improve standards of learning and achievement for all students;
- help students to develop independent learning skills;
- promote the school's inclusion policy by supporting students in their learning and personal development, removing barriers to achievement;
- work closely with other leaders in the Inclusion department to secure outstanding outcomes for students on the SEND register;
- support students in their personal development through individual and small group work
- support student wellbeing and emotional health

## Specific responsibilities of the post

### Working under the direction and supervision of a qualified teacher, SENCo or Head Teacher:

#### Teaching and Learning:

- To encourage students to improve their learning, promoting self confidence and enhanced self-esteem.
- To promote and support the inclusion of all students across the school and where needed, give extra guidance for our vulnerable pupil cohort
- To work within the Inclusion department supporting pupils who need extra emotional support and guidance
- To support and care for those pupils who would benefit from additional support with their emotional and learning needs in order to succeed in a classroom environment
- To help students to record work in an appropriate way and develop organisational skills

#### Assessment and Recording:

- To provide feedback about progress to students and the Inclusion leadership team
- To contribute where appropriate, specifically in relation to student progress, to the monitoring of Individual Learning Plans and Annual Review targets
- To keep a central record of referrals of students who are being supported

#### Curriculum:

- To contribute to discussions on the development of the Inclusion curriculum, personalised work and support programmes for students
- To contribute, where appropriate, to the preparation of teaching resources and materials for an individual's specific educational and emotional need

#### Student personal development and well-being:

- To promote equal opportunities for all students
- To ensure that equal opportunities, bullying or harassment issues are dealt with appropriately in line with school policy
- To ensure that the school follows the national policy on safeguarding and thus ensures that students are healthy and safe at school
- To have high expectations of all students
- To respect students' social, cultural, linguistic, religious and ethnic backgrounds.

- To be an advocate for the emotional needs of pupil cohorts
- To build and maintain successful relationships with students
- To demonstrate and promote the same positive values, attitudes and professional behaviour that are expected from students.
- To be committed to raising the educational achievement and emotional wellbeing of students.

**Relationships with key stakeholders:**

- To work collaboratively with colleagues to meet the needs of all students

**Specific Inclusion duties:**

- To work with individual students to support their Engagement with Learning, academic progress and emotional wellbeing
- To liaise closely with all members of the Inclusion team to meet the emotional needs of vulnerable students
- To liaise with individuals within the team to improve outcomes for young people
- To liaise with the Inclusion team, class teachers and parents to develop, implement and monitor personalised programmes of intervention for individual students.

**Other duties:**

- To attend and participate in relevant meetings as required.
- To carry out all aspects of the role effectively and seek help, advice or guidance as necessary.
- To identify personal training needs and attend appropriate internal and external in-service training sessions per year.

**No direct budgetary responsibility**