

# LITTLE HEATH SCHOOL

Reading, Berkshire



**JOB DESCRIPTION:** Teaching Assistant

**Grade/Salary Range/Hours:** Grade B/WBC Spinal Point 1-3 - 26.25 hours per week (term time only, plus one inset day)

**Report to:** To be responsible to the "subject" Team Leader.

**Job Purpose:**

The teaching assistant/learning support 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 SEN register.

**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 in the learning activities in which they are involved.
- To promote high standards of student behaviour in line with the school's behaviour policy, in consultation with the classroom teacher.
- To work with identified individuals or small groups, both within and outside the main teaching area, under the guidance of the subject teacher.
- To help students to record work in an appropriate way.
- To help students to develop more effective organisational skills.
- To support subject delivery in line with the appropriate teaching methods.
- To be able to speak fluent English to an appropriate standard.

**Assessment and Recording:**

- To provide feedback about progress to students and the teacher.
- To contribute where appropriate, specifically in relation to student progress, to the monitoring of Personal Learning Plans and Annual Review targets.

**Curriculum:**

- To contribute to discussions, with teachers and other members of the TA team, on the development of programmes of study, personalised work and resources, and support programmes for students.
- To contribute, where appropriate, to the preparation of teaching resources and materials for an individual's specific educational 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 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 of students.

**Management of Staff:**

- To support the SENCO in the deployment of teaching resources in subject areas and within the Inclusion department.

**Relationships with key stakeholders:**

- To work collaboratively with colleagues to meet the needs of all students (inc SEN students).

**Specific Statement Provisions:**

- To support individual students as outlined in their Statement of Special Educational Needs and in liaison with the SENCO.
- To develop an understanding of the special educational needs of the student/s concerned.
- To take into account the student/s' special educational needs and ensure their access to the lesson and its content through appropriate clarification, explanations, equipment and materials.
- To adapt resources and work for individual students, as outlined in their Statement of Special Educational Needs.
- To liaise with the classroom teacher and the SENCO in the planning and preparation of resources and provisions for individual students with Statements of Special Educational Needs.
- To liaise and communicate with parents and outside agencies in the planning and preparation of resources and provisions for individual students with Statements of Special Educational Needs.

**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.
- To attend annual appraisal and review meetings with other members of the inclusion team.
- To provide access arrangements provisions to students in their examinations such as scribe or reader.

**No direct budgetary responsibility**