

## Job Description

Role	Grade	Location	Reports to
Teaching Assistant SEN Level 2	Grade 4	Pioneer House High School	Headteacher

### Main purpose of the job

To be a part of a team providing exceptional education for students so that they become happy, confident adults. To work under the supervision of the class teacher, department lead Senior Leadership Team and Head teacher. The post holder will also work with Parents and external agencies under the guidance of the class teacher. Provide specialist support in a specific area of curriculum and to supervise groups and occasionally whole classes for a session/lesson in the classroom or outside the main teaching area as required.

### Main accountabilities

1. To work with small groups of children under the supervision of the teacher including the implementation of Individual Learning Plans.
2. To be familiar with individual class information i.e. risk assessments, behaviour intervention plans.
3. Supervise and provide particular support for pupils with special needs ensuring their safety and access to learning activities.
4. Give regular feedback on children's progress to the class teacher and file records.
5. Attend to children's personal needs, including pastoral, social, health, physical hygiene i.e. toileting and changing, minor first aid and welfare matters.
6. Establish good relationships with pupils, taking on role model by presenting a positive personal image and responding appropriately to individual needs.
7. Promote the inclusion and acceptance of all pupils.
8. Encourage pupils to act independently as appropriate.
9. To assist with the dispensing of medication in exceptional circumstances with appropriate training and under the supervision of medical staff where necessary.
10. To carry out escort duties as appropriate whenever required.
11. To assist pupils in the hydrotherapy pool (where applicable), lift, dress, and provide support to the pupils with the activities in the pool.
12. To support pupils on work experience and transitions to Further Education pathways and other educational establishments.
13. To assist the teacher to ensure a safe classroom and outdoor environment, checking materials and personal equipment for defects and implement risk assessments carried out by the teacher according to school guidelines. This will include cleaning equipment used by pupils and ensuring its accessibility.
14. To work closely under the guidance of the teacher as required, with therapists, medical staff, and other personnel working with pupils, so that their advice and practice are integrated in to individual learning plans.
15. Provide curricular clerical/admin support, eg. Photocopying, making resources, collection of monies.



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16. Prepare the classroom for lessons, including display work under the direction of the teacher.
17. Undertake pupil record keeping as requested e.g. to assist with annotating work books and providing information on pupil progress.
18. Support the teacher in managing pupil behaviour, reporting and recording as appropriate.
19. Administer and assess routine tests and invigilate exams and undertake routine marking of pupil's work
20. Gather and report information between parents and carers as directed.
21. Assist in the whole planning cycle, including the development of lesson/work plans and managing and preparing resources
22. To provide support in all areas of the curriculum and on social occasions for pupils who have been identified as having medical conditions which disable their full independent access to mainstream school life.
23. To record achievement and progress and provide feedback to the teacher.
24. Support the use of Computing in learning activities and develop pupils' competence and independence in its use.
25. Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use.
26. Be aware of and comply with child protection and safeguarding procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff.
27. Maintain high standards of health and safety at all times.
28. Maintain good relationships with colleagues and work together as a team.
29. Assist in the supervision of classroom and outdoor activities.
30. Assist with the supervision of discreet groups of pupils for short periods when the teacher is not present.
31. Contribute to the overall ethos/work/aims of the school.
32. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
33. Attend all relevant meetings.
34. Participate in training, to develop relevant learning strategies and ensure students make progress in learning.
35. To support the performance management process and demonstrate commitment to continuous professional development.
36. To converse at ease and provide advice in accurate spoken English is essential for the post.

All elements of Specified Teaching Work undertaken by the postholder will be within the framework of the school's Scheme of Supervision in line with the 2003 Regulations and (amended Regulations 2007. In addition to HLTAs, the Regulations cover other groups of support staff who undertake 'specified work' at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. Headteachers will ensure that the support staff member has the skills, experience and expertise required to carry out 'specified work'. Where more demanding aspects of 'specified work' are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the headteacher should have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise. A Teaching Assistant Level 2 may be called upon to provide cover supervision for a group or occasionally for a



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whole class for a session/lesson, this may involve the teaching assistant contributing to the planning, preparation, assessment and reporting.

The Teaching Assistant must carry out his or her duties with full regard and commitment to the Governing Body and City Council Policies. Where the postholder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.

### All employees in the Trust are expected to:

- Support the vision, values and objectives of the Trust and demonstrate a collaborative, team working approach to school and Trust improvement
- Take appropriate responsibility and action for safeguarding, be aware of confidential issues and maintain as appropriate
- Promote and act in accordance with the Code of Conduct and key policies including the Trust's Health and Safety Policy, Equality Policy and Data Protection Policy
- Effectively represent the Trust when liaising with contractors and outside agencies/organisations  
Demonstrate tact and diplomacy in all interpersonal relationships with the public, pupils, parents and colleagues
- Demonstrate a commitment to continuous professional development
- Carry out duties other than those listed in the job description at an appropriate level, where the post holder has appropriate qualifications and has received appropriate training



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Person Specification	Essential / Desirable	Assessment stage
<b>Qualifications</b>		
Numeracy/literacy skills with a good level of knowledge and understanding (at a level equivalent to NQF Level 2).	Essential	Application
GCSE Maths and/or English	Desirable	Application
Appropriate knowledge of first aid.	Desirable	Application
Completion of Teaching Assistant training programme	Desirable	Application
<b>Knowledge and Experience</b>		
An understanding of the role of the Teaching Assistant and other professionals working in the classroom.	Essential	Application/interview
Basic understanding of child development and learning.	Essential	Interview
Experience of working with children/young people with communication, severe, profound or complex learning difficulties.	Desirable	Application/interview
Understanding of national/foundation stage curriculum and other basic learning programmes/strategies.	Desirable	Interview
To be aware of policies and procedures relating to child protection, health and safety and security, confidentiality and data protection.	Essential	Interview
Experience of working with children/young people with behavioural difficulties.	Desirable	Application/interview
Command of spoken English sufficient to enable the effective performance of the role, including the ability to speak with confidence and accuracy and the ability to listen and respond appropriately dependent on the audience.	Essential	Interview
<b>Behaviours and Values</b>		
Ability to relate well to children and adults.	Essential	Interview
Ability to work as part of a team.	Essential	Application/interview
Ability to attend to students personal needs, including pastoral, social, health, physical hygiene, minor first aid and welfare matters	Desirable	Interview
Ability to be flexible and self-motivated to adapt to changing workload demands and new school challenges.	Desirable	Interview
Tact and diplomacy in all interpersonal relationships with the public, students and colleagues at work.	Essential	Interview
Personal commitment to ensure support is equally accessible and appropriate to the diverse needs of the students	Essential	interview