



JOB PROFILE

Teaching Assistant (Scale 4)

POSITION TITLE: Teaching Assistant	DIRECTORATE: Education
	DIVISION: CSF
PAY LEVEL: Scale 4	SECTION: Swiss Cottage School
REPORTS TO: Class Teacher	

JOB PURPOSE

To work with teachers to raise the learning and progress of pupils while also promoting their independence, self-esteem and social inclusion. To give assistance to pupils so that they can access the curriculum, participate in learning and experience a sense of achievement.

MAIN DUTIES AND RESPONSIBILITIES¹

Knowledge and Understanding

- Share responsibility for ensuring knowledge and understanding is relevant and up to date by reflecting on practice, liaising with the class teacher, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to acquire the appropriate skills and experience required for the teaching assistant role.
- 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 roles and responsibilities within the classroom and whole school context.

Teaching and Learning

- 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
- Use effective behaviour management strategies consistently in line with the **school's** Positive Behaviour Management Policy, positive feedback ethos, and relevant procedures.
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil progress.

¹ Swiss Cottage School, DRC has adopted the Professional Standards for Teaching Assistants 2016 (<http://maximisingtas.co.uk/assets/content/ta-standards-final-june2016-1.pdf>)

- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
- Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.
- Promote, support and facilitate inclusion.

Working with Others

- Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
- Keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with through guidance from the class teacher.
- Share knowledge to inform planning and decision making.
- Work collaboratively with classroom teachers and other colleagues.
- Communicate 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.

Personal and Professional conduct

- Have proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff.
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- Have **regard for the need to safeguard pupils' well-being** by following relevant statutory guidance along with school policies and practice.
- Uphold values consistent with those required from teachers by respecting individual differences and cultural diversity.
- Commit to improve practice through self-evaluation and awareness.

WORK ENVIRONMENT

The postholder will be based at Swiss Cottage School, a Specialist SEN school.

Due to the nature of the school there are certain slightly enhanced risks associated with the post including:

- Infection
- Pupil behaviour & incidents including aggression

The postholder will be expected to toilet, clean and feed children as well as move and handle them, and administer medication, with appropriate training.

WORK CONTEXT

Communications and working relationships

- Needs to have positive values, attitude, and relationships with all pupils and staff in the school
- Need to be able to accurately communicate successes and concerns to their line manager

Resource management

- Responsible for all resources issued to them

QUALIFICATIONS

Essential:

- Level 2 literacy and numeracy

Desirable:

- SEN and Disability specific training such as:
Moving and Handling training; Tube Feed training; First Aid training
Communication training such as Makaton and/or PECS;
Positive Behaviour Management training such as Team Teach.

KNOWLEDGE

Essential:

- Knowledge of special educational needs, particularly complex needs
- Understanding of safeguarding and how this applies in an educational setting
- Understanding of how to effectively use ICT software to support learning and pupil-led communication

Desirable:

- Experience with research to inform practice

EXPERIENCE

Essential

- Experience in the classroom with pupils with complex needs

Desirable

- Experience of effectively adapting approaches according to pupils' strengths and needs
- Experience of creating suitable resource materials that best meet the needs of pupils
- Effective experience of working with pupils with a range of complex or challenging needs