



JOB PROFILE & PERSON SPECIFICATION

Job Title	Teaching Assistant
Grade	SCP 14-17+
Reports to	<i>Class Teacher</i>

Job Purpose
To contribute to the continuing development of outstanding provision in a fully inclusive mainstream school, with specific resource bases for children with physical disabilities and autism and to support the emotional, social and educational needs of all children between the ages of three to eleven years.

Main Duties and Responsibilities
1. To support the delivery of a high quality curriculum sufficiently differentiated for children with additional needs which includes a full commitment to anti-discriminatory practice and inclusion in the mainstream classroom. This will include supporting daily, weekly and termly planning to meet children's developmental and educational needs, including implementing the care plans of outside professionals as appropriate.
2. To actively promote children's development and access within a secure, safe and stimulating environment, and with reference to good practice curriculum guidance appropriate to the ages and stages of development of the children with special educational needs. This includes promoting the safeguarding of the children in their care.
3. To contribute to the assessment of children's overall development, including carrying out observations, recording children's achievements, and maintaining developmental records to a high standard.
4. To be an active member of a multi-disciplinary team of staff, communicating and working together to create an environment in which children's development in the mainstream environment is fostered and in which good relationships grow by supporting the school's staff charter.
5. To work in close partnership with parents, including home visits as part of the child's induction, maintaining close and regular contact as appropriate for the age of the child, holding regular meetings and presenting reports.
6. To operate as a key worker with the responsibility for a group of children and support the smooth transition from home to educational setting as appropriate.
7. To liaise with outside agencies and other professionals and to contribute to relevant meetings as appropriate.
8. To provide appropriate physical care in areas of washing, toileting, feeding, midday meals supervision, dressing, comforting and administering medication, including first aid and the safe manual handling of children with physical disabilities and other medical needs. To enable access to all areas of school life despite the child's disability and to support the school in making reasonable adjustments where necessary.
9. To support the school on outings for children's interest, education and enjoyment and with regard to safety. To work closely with other members of staff in the mainstream class to create a positive, inspiring and caring environment where children feel safe and secure and where they can develop good relationships with staff and their peers.
10. To implement agreed strategies when working with children with ASD and/or other disabilities.

Work Environment
The jobholder is required to be highly reliable and flexible and to be able to adapt to any conflicting and

changing priorities, adjusting their workload to meet daily requirements of the role.

Note: All employees are expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties, which reasonably correspond to the general character of their post and their level of responsibility.

Work Dimensions

The job holder is required to be highly reliable, flexible and creative in the workplace on a regular basis as the job holder is working with children between the ages of 3+ to 11 years. Due to the nature of working with children with significant SEN, staff are expected to attend work on a daily basis unless exceptional circumstances arise.

The job holder is required to maintain contacts and key relationships with:

- Other professionals working with children (SALT, OT, Physio, CAMHS, Social Worker).
- Other staff working in the mainstream environment.
- Parents/carers and members of the public.
- Local schools and community groups.

Knowledge, Qualifications, Skills and Experience

Qualifications: *At least NVQ level 2 or equivalent*

Essential:
Prior experience and knowledge of working with children.

Desirable:
Experience of teaching children with special educational needs in a mainstream environment.

Knowledge: *This should be the expected level of knowledge for a new entrant.*

Essential:
To have knowledge in the overall development of children aged from 3 to 11 years and an understanding of the need to provide a stimulating environment.

To have an understanding of the ethnic, religious and cultural diversities in the community.

To have an understanding of the importance of confidentiality and to be able to listen and respond appropriately with tact and diplomacy in sensitive situations.

Desirable:
Direct experience of working with children with a range of complex needs including physical, cognitive, and social communication difficulties and disabilities.

~~**Skills and Behaviours:** For example which of our Ways of Working will be essential to the job's contribution.~~

<p>Essential:</p> <p>To work as part of a team with a range of mainstream and specialist staff in a highly effective manner and to advocate for the rights of the child.</p> <p>To follow all agreed school policies and procedures.</p> <p>To have good standards of literacy and numeracy and the ability to communicate effectively with a wide range of people both orally and in writing.</p> <p>To be familiar with a variety of learning styles and teaching methods suitable for children with a range of complex needs.</p> <p>To have the ability to use information technology systems and equipment.</p> <p>To have a good understanding of child protection systems and recognise the importance of being alert to possible difficulties.</p>	<p>Desirable:</p> <p>Ability to use Makaton and PECS.</p>
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Relevant Experience: *Where experience is considered as necessary the length of experience should not normally be stated, as it will demonstrate quantity and not quality. However, for some technical and senior roles it may be necessary to state a minimum period of experience as an indication of exposure in the necessary field of work.*

<p>Essential:</p> <p>Postholders who do not have direct experience with working with children with Special Educational Needs should be willing to undertake the necessary training to ensure good understanding of how disabilities can present themselves and teaching approaches for children with complex needs.</p>	<p>Desirable:</p> <p>Experience of working in a mainstream setting particularly with children with ASD and/or complex needs.</p>
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Approved by Line Manager			
Name		Position	
Signature		Date	

Approved by Job Holder			
Name			
Signature		Date	

Grade
<i>May show grades if a career grade. Must state if an indicative grade i.e. subject to evaluation</i>
Occupational Codes