

# **Sheringham High School: Teaching Assistant Job Profile**

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**GRADE:** Up to Scale 3, depending on qualifications and experience

## **1. PURPOSE AND SCOPE**

Under the instruction/guidance of the SENCo and Assistant SENCo:

- undertake care and learning programmes and activities to support individuals or groups of students, including more specialised support for those with special education needs;
- undertake some aspects of the specific care/ learning programme and activities to provide 1:1 support for a particular student with a complex medical need within the context of a normal full time secondary timetable, supporting their learning, social development and personal/intimate care needs.
- enable access to learning for students;
- assist the teacher in the management of students and the classroom. Work may be carried out in the classroom or in other teaching areas.

## **2. ORGANISATIONAL RELATIONSHIPS**

- 2.1 Responsible to the SENCo but works to and with Assistant SENCo and other staff on a day-to-day basis.
- 2.2 Liaise with teachers, other support, health and education specialists, parents/ carers, visitors and volunteers and appreciate/support their roles.

## **3. PRINCIPAL ACCOUNTABILITIES OR ACTIVITIES**

### **Support for Students**

- 3.1 To attend to the personal and social needs of students and any other special requirements depending on the nature of a student's special needs and, wherever possible, making these part of the learning experience.
- 3.2 Under agreed school procedures, to give first aid/medicine and accompany sick children home, or to a health centre or hospital as necessary.
- 3.3 Supervise and provide particular support for students, including those with special needs, ensuring their safety and access to learning activities.
- 3.4 Assist with the development and implementation of individualised learning and behaviour plans.
- 3.5 Promote inclusion and acceptance of students while encouraging constructive relationships within the classroom and with parents.
- 3.6 Provide feedback to students in relation to progress and achievement under the guidance of the teacher or other relevant staff.

### **Support for Teachers**

- 3.7 Assist with the planning of learning activities.
- 3.8 Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of students' work.
- 3.9 Use strategies, in liaison with the teacher, to support students to achieve learning goals.
- 3.10 Monitor students' responses to learning activities and accurately record achievement/progress as directed and provide detailed and regular feedback to teachers on students' achievement, progress, problems, etc.
- 3.11 Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their behaviour.

- 3.12 Administer routine tests and invigilate exams, and undertake routine marking of students' work and provide clerical/admin support, e.g. photocopying, typing, filing, money and administer coursework.

### Support for the Curriculum

- 3.13 Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to student responses, including undertaking literacy and numeracy programmes, recording achievement and progress and feeding back to the teacher.
- 3.14 Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist students in their use, including supporting the use of ICT in learning activities and developing students' competence in its use.

### Support for the School

- 3.15 Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- 3.16 Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- 3.17 Attend and participate in relevant meetings as required and participate in training and other learning activities and performance development as required.
- 3.18 Assist with the supervision of students out of lesson times, including before and after school and accompany teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- 3.19 Undertake other similar activities that may fall within the grade and scope of the post as directed by the Headteacher.

## 4. PERSON SPECIFICATION

<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of operation of organisational and administrative procedures.</li> <li>• Good experience of maintaining and operating computer records.</li> <li>• Working with or caring for children of relevant age.</li> <li>• Some experience of administering medical interventions such as those for diabetes may be an advantage but specific training would be provided.</li> </ul>
<b>Qualifications/ Training</b>	<ul style="list-style-type: none"> <li>• NVQ 2 or 3 level relevant qualification or equivalent experience.</li> <li>• Good literacy and numeracy skills. GCSE in Maths and English (or equivalent NVQ 2 level).</li> <li>• ICT literate with good keyboard skills.</li> </ul>
<b>Knowledge/Skills</b>	<ul style="list-style-type: none"> <li>• Ability to relate well to adults as well as young people.</li> <li>• Ability to work constructively as part of a team.</li> <li>• Understanding of when to seek advice from a qualified teacher.</li> <li>• Understanding of a school's organisation, roles and responsibilities and your own position within the school.</li> <li>• Ability to work under pressure, be diplomatic yet be firm when the occasion demands.</li> </ul>