

This job description describes in general terms the normal duties of the post at the date when it was drawn up (Nov 2018). Such duties may vary or be amended from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

### **Supporting the teacher**

- Plan for particular pupils
- Differentiate materials
- Give feedback
- Assess and record achievement
- Model good practice
- Assist in setting targets
- Communicate information effectively with teachers and liaise with SENDCO

### **Supporting the pupils**

- Ensure access (including physical access) to the full curriculum
- Be aware of the difficulties faced by pupils
- Recognise the need to make adjustments to planned activities to enable access
- Provide focussed support and resources
- Provide immediate and relevant feedback, praise and encouragement
- Assist in the educational and social development of the pupils
- Build motivation, confidence and self-esteem
- Promote independent learning and life skills
- Promote appropriate behaviour and discipline through positive interactions
- Support pupils who have pastoral/medical difficulties
- Take action to meet pupils' personal needs to avoid undue physical or mental stress
- Liaise with professionals: speech therapist/physiotherapists/school nurse etc.
- Attend Annual Review meetings for Statemented/EHCP pupils
- Communicate effectively with parents if necessary
- Accompany class/school trips
- Support pupils in exams, either in groups or individually

### **Supporting the curriculum**

- Be familiar with National Curriculum terminology and general school procedures
- Have sufficient knowledge of schemes of work including vocabulary
- Implement and evaluate the methods and strategies outlined in the Pupil Passport/Statement
- Enable pupils to achieve intended outcomes
- Add value to learning and identify progress pupils make in the lesson

### **Personal and professional requirements**

- Caring demeanour with good communication skills
- Able to work on own initiative
- Ability to work smoothly and harmoniously with other members of staff
- Ability to work under pressure and remain cheerful and composed
- Ability to deal competently and diplomatically with requests

Candidates are not expected to be able to fulfil all of these criteria. Training will be offered, as appropriate, and there may be opportunities to gain recognised qualifications. TAs are expected to attend INSET to maintain and improve personal skills and knowledge. TAs may, in negotiation with the class teacher, supervise small groups or 1:1 learning activities away from the main teaching area.

TAs are allocated either: to pupils with physical disabilities; to pupils with full Statements/EHCPs; or to lessons where they support a variety of pupils with different needs. *TAs supporting pupils with a full Statement/EHCP may be requested to supervise the pupil during break times, at transition between lessons, on arrival at school and before departure.*

TAs are to ensure: that all health and safety instructions are followed; that all reasonable care is taken not to do anything that might endanger the post holder or others; to report to the line manager any dangerous situations in the workplace or any perceived shortcomings in health & safety arrangements.