

Job Profile

Walton High School	
Post Title	Grade
Teaching Assistant Additional Needs	Grade 5 (Term time only)

Responsible to: SENCO

School Purpose and Values

Learning is what we are about. We want our students to be fully engaged in their learning and to recognise that they have a part to play in their own education. To foster this our students are taught how to learn through the development of personal learning and thinking skills alongside co-operative learning. These skills provide the qualities needed for success in learning and life.

Purpose and values of department

The Department is moving forward at a rapid pace. At Walton High School we aim to meet the needs of individual students through effective teaching and learning. We aim to develop a positive partnership with students, parents, staff and professionals to ensure that the school can meet a broad range of Special Educational Needs and Disability.

Our aim is to support students' academic progress and achievement by removing barriers to learning using a wide range of strategies. We want our students to be happy and confident, therefore being able to reach their true potential.

Statement of Purpose

To work, under the guidance of the Class Teacher and SENCo, to provide support in addressing the needs of a pupil who requires particular help to overcome barriers to learning.

Support to Pupils

- Provide pastoral support to the pupil in a caring and respectful manner within the school environment.
- Attend to and encourage independence with, the pupil's personal needs and provide advice to assist in their social, health and hygiene development.
- Participate in the assessment of the pupil to help the teacher determine the child's needs.
- In conjunction with the teacher, implement the Individual Education/Behaviour/Care Plans.
- Use specialist knowledge / experience to provide appropriate support to the pupil in relation to their individual needs (e.g. daily exercise programme/Speech and Language programme etc.).
- Provide feedback to the pupil, teacher and SENCo in relation to progress, achievement, behaviour, attendance, etc.

Support for the Teacher

- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording.

- Under the direction of the teacher, provide objective and accurate feedback and reports as required regarding the child in your care.
- Be responsible for keeping and updating records as agreed with the class teacher and SENCo and contribute to reviews of the child's progress.
- Establish a constructive relationship with the child's parents/carers, exchanging information honestly and sensitively, facilitating their support for their child's attendance, access and learning and supporting home/school partnership.

Support for the Curriculum

- Implement agreed learning activities/teaching programmes under the direction of the teacher.
- Be aware of and liaise with organisations and individuals who provide support for the pupil.
- Support the pupil's access to learning using resources and strategies devised by the Class Teacher/SENCo/ Outside Agencies.

Professional Accountabilities (this list is not exhaustive and should reflect the ethos of the school)

The post holder is required to 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. In addition they are to contribute to the achievement of the school's objectives through:

Safeguarding

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.

Financial Management

- Personally accountable for delivering services efficiently, efficiently within budget and to implement any approved savings and investment allocated to the service area.

People Management

- To comply and engage with people management policies and processes
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths, areas of expertise and use these to advise and support others.

Equalities

- Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

Climate Change

- Delivering energy conservation practices in line with the Academy's corporate climate change strategy.

Health and Safety

- Ensure a work environment that protects people's health and safety and that promotes welfare and which is in accordance with the Academy's Health and Safety policy.

Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.

Person Specification
Teaching Assistant Additional Needs – Single Pupil
Level 3

Minimum Criteria for Two Ticks *	Criteria	Measured by
	<p>Experience</p> <ul style="list-style-type: none"> • Previous experience of working to support children’s learning, gained in a relevant environment. • Experience of working with pupils with additional needs. 	A/I
	<p>Qualifications/Training</p> <ul style="list-style-type: none"> • Good numeracy/literacy skills. • NVQ 3 for Teaching Assistant (or recognised equivalent qualification). • Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area such as bilingual, sign language, dyslexia, ICT, CACHE, etc. 	A/I
	<p>Knowledge/Skills</p> <ul style="list-style-type: none"> • Full working knowledge of relevant policies/codes of practice. • Good understanding of areas of learning, e.g. literacy, numeracy, science, SEN, Early Years. • Understanding of principles of child development and learning processes and in particular, barriers to learning. • Ability to self-evaluate learning needs and actively seek learning opportunities. • Effective use of ICT to support learning. • Excellent interpersonal skills to be able to relate well to a wide range of people. • Work constructively as part of a team whilst being able to demonstrate initiative. • Good communication skills. • Willing to work towards NVQ Level 3 or recognised equivalent. 	T/A/I
	<p>Behavioural Attributes</p> <ul style="list-style-type: none"> • Customer focused. • Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. • Open, honest and an active listener. • Takes responsibility and accountability. • Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. 	A/I /A

	<ul style="list-style-type: none"> • Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Acts with pace and urgency being energetic, enthusiastic and decisive. • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. 	
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A = Assessed at Application

I = Assessed at Interview

T = Assessed through Test

Note 1:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and***
- ***Attitudes to use of authority and maintaining discipline.***