



# THE BARCLAY SCHOOL

<b>TITLE OF JOB</b>	:	<b>TEACHING ASSISTANT</b>
<b>REPORTS TO</b>	:	<b>SENCo/ English HOF</b>
<b>GRADE</b>	:	<b>H3</b>
<b>HOURS</b>	:	<b>27.5 HRS TTO</b>

## **1. JOB OUTLINE**

### **1 a) REASON JOB EXISTS**

To provide support to students with additional educational needs in the classroom, in small groups and 1 to 1 work to develop their learning abilities and make them more independent in the longer term.

### **1 b) MAIN AREAS OF RESPONSIBILITY**

- To work with the SENCo/Head of Department to determine the needs of individual students identified as having Special Educational Needs; become familiar with the individual need, and ensure that these are met in both short term and long term
- Communicate with teaching staff and support staff (TA's/PSL's) to ensure needs of the students are understood and strategies in place to support them.
- To work on a one-to-one basis with specific students where appropriate, maintaining the balance between giving support and nurturing independence.
- To work closely and co-operatively with other members of the Inclusion and Pastoral Team in the behavioural modification and support programme in order to promote students' educational and social development
- Provide supervision of the Inclusion Rooms, as necessary, supervising students working in Inclusion and supporting their learning.
- To ensure that, as far as possible, individual students being supported interact positively with their peers
- To accompany students being supported whilst engaged in off-site educational activities
- To escort individual students to time-tabled lessons and supervise break & lunchtime sessions if deemed appropriate by the SENCo/Head of Department
- To improve personal knowledge and skills through participation in professional development activities negotiated with the SENCo/Head of Department
- Support parents and vulnerable students at key transition points from KS2 to KS3 and KS3 to KS4.
- To provide access arrangement support in examinations as required.

### **SPECIALIST AREAS**

- To be a key worker for individual student supporting their needs



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- To provide support to teaching staff with planning and preparation of materials to support students with additional needs
- To facilitate guidance meetings with new teaching staff within departments so that they understand how to use the Learning Plan strategies to support the needs of the students that they teach.
- Conduct book scrutinies of the students with SEN as part of the Learning Plan monitoring process.
- To support the leadership and management of the Inclusion department in continuing change, progression and development.

## Additional Responsibilities

Undertake any other duties within the scope and purpose of this post as directed by the line manager.

### **1 c) EQUALITIES**

Be aware of and support difference and ensure that the school's equalities and diversity policies are followed.

### **1 d) HEALTH AND SAFETY**

Be aware of and comply with policies and procedures relating to child protection; health and safety; confidentiality; and data protection and report all concerns to an appropriate person.

### **1 e) DISCLOSURE AND BARRING SERVICE**

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Disclosure and Barring Service (DBS) as part of Barclay pre-employment checks. Please note that additional information referring to the DBS is in the guidance notes to the application form. If you are invited to an interview you will receive more information.

### **1 f) ADDITIONAL INFORMATION**

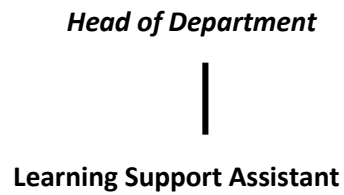
The jobholder is required to contribute to and support the overall aims and ethos of the school. All staff are required to participate in training and other learning activities, and in performance management and development as required by the schools' policies and practices.

**The duties and responsibilities listed above describe the post as it is at present and is not exhaustive. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.**



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## 2. ORGANISATION CHART



## 3. SUPERVISION

The jobholder is managed by the Head of Year/Department with whom there will be daily contact.

## 4. JOB CONTEXT

The school has a team of pastoral staff who provide the full range of support functions to remove barriers and promote learning for students



## 5. PERSON SPECIFICATION

Qualifications – Essential	Desirable
<ul style="list-style-type: none"> <li>• GCSE English, grade A* - C or equivalent</li> <li>• GCSE Maths, grade A*-C or NVQ Level 2</li> <li>• Competence in the use of ICT technologies to support data management and analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of Continuing Professional Development</li> </ul>
Knowledge	Experience
<ul style="list-style-type: none"> <li>• Knowledge of children and young people’s development, Child Protection and Safeguarding policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with children of age 11-18 (desirable)</li> <li>• Experience in a Secondary School (desirable)</li> <li>• Child Protection Training within the last three years (desirable)</li> <li>• Experience of working with people with severe and enduring mental ill-health, substance use, behavioural and other problems including those in crisis situations.</li> </ul>
Skills & Abilities	Personal Qualities
<ul style="list-style-type: none"> <li>• Emotional resilience in working with challenging behaviours</li> <li>• Able to work under pressure and remain calm</li> <li>• Able to maintain discipline in a positive manner</li> <li>• Ability to work with a minimum of supervision and within a team</li> <li>• Able to communicate effectively and sensitively with a wide variety of children, parents, staff and outside agencies</li> <li>• Confidence to challenge difficult behaviour</li> <li>• Confidence to challenge other professionals</li> </ul>	<ul style="list-style-type: none"> <li>• Motivation to work with children and young people</li> <li>• Good organisational, administrative and time management skills including record keeping and computer literacy.</li> <li>• You will be able to work effectively as part of a team</li> <li>• Strong interpersonal skills</li> <li>• Able to maintain confidentiality</li> <li>• Can motivate, enthuse and inspire students.</li> </ul>