

GROW INDEPENDENT SCHOOL



## Job description and person specification

Job title: Teaching assistant (TA) / Higher level teaching assistant (HLTA)

**Salary:** Up to Grade 6, SCP 19 (£29,777) dependent on part-time/full-time and experience.

**Hours:** Various roles available dependent on part time or full time employment.

**Contract type:** Various permanent roles available - part time and full time positions.

**Reporting to:** Deputy Head Teacher and SENDCo - Charlotte O'Brien

**Closing Date:** Applications to be sent to [office@growschool.co.uk](mailto:office@growschool.co.uk) by noon on Thursday 14th March.

**Interview Date:** Week commencing 18th March.

**Job Start:** Tuesday 23rd April

### Exciting Teaching Assistant Role

Are you looking for the chance to work with a school with a difference? At Grow our mantra is great minds think differently and our vision is to provide children with the opportunity to be truly accepted, understood and supported to fulfil their potential.

If you're wanting a fulfilling teaching assistant role where you can really make a difference to children's lives then look no further.

### Main purpose

You will:

- Raise the learning and attainment of pupils.
- Promote pupils' independence, self-esteem and social inclusion
- Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning, and experience a sense of achievement and belonging.

## Duties and responsibilities

### Teaching and learning

Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to increase achievement of all pupils.

Promote, support and facilitate inclusion by encouraging participation of all pupils in learning both onsite and offsite.

Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning.

Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment

Observe pupil performance and pass observations on to the curriculum lead.

Undertake any other relevant duties given by the curriculum lead.

To lead class teaching on a one to one and small group (3:1) as and when appropriate

### Planning

Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role

Read and understand schemes of work and lesson plans prior to lessons, if available

Prepare the classroom for lessons

Incorporate student interests and passion into the lessons and provide opportunities for exploration.

Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning.

Plan how they will support the inclusion of pupils in the learning activities

### Working with staff, parents/carers and relevant professionals

Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the curriculum lead and SENDCo.

Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.

Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by the curriculum lead.

With the curriculum lead, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with.

Collaborate and work with colleagues and other relevant professionals within and beyond the school

Develop effective professional relationships with colleagues

### Professional development

Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness

Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school

Take part in the school's appraisal procedures

### Safeguarding

Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies

Promote the safeguarding of all pupils in the school

Use CPOMs to record any incidents after discussion with the school's DSL and ensure all recording is kept up to date.

Person specification

<u>Criteria</u>	<u>Qualities</u>
<u>Qualifications and training</u>	<p>GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths</p> <p>First-aid training, or willingness to complete it</p> <p>TA or teaching qualification.</p>
<u>Experience</u>	<p>Experience working in a school environment or other educational setting</p> <p>Experience working with children / young people</p> <p>Experience of transition at KS2-3 and/or KS4-5 stages.</p> <p>Experience planning and delivering learning activities and interventions.</p> <p>Experience of working with students with SEND.</p> <p>Preferable experience of supporting students in Maths, Science or English.</p>
<u>Skills and Knowledge</u>	<p>Good literacy and numeracy skills</p> <p>Good organisational skills</p> <p>Ability to build effective working relationships with pupils and adults</p> <p>Skills and expertise in understanding the needs of all</p>

pupils

Knowledge of how to help adapt and deliver support to meet individual needs

Subject and curriculum Knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils

Excellent verbal communication skills

Active listening skills

The ability to remain calm in stressful situations

Knowledge of guidance and requirements around safeguarding children

Good ICT skills, particularly using ICT to support learning

Understanding of roles and responsibilities within the classroom and whole school context

Understanding of effective teaching methods

Knowledge of how to successfully lead learning activities for a group or class of children

Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support

Knowledge of how to support learners in accessing the

curriculum in accordance with the SEND code of practice

Preferable Knowledge and experience of assessments, screening and exam access arrangements.

Preferable Knowledge of specific interventions including how to measure progress.

Knowledge of the local area and how we can utilise the community for enhancing learning opportunities.

Personal qualities

\_Enjoyment of working with children

Sensitivity and understanding, to help build good relationships with pupils

A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school


Commitment to maintaining confidentiality at all times


Commitment to safeguarding pupil's wellbeing and equality

Resilient, positive, forward looking and enthusiastic about making a difference

Capacity to inspire, motivate and challenge children and young people

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 [www.growschool.co.uk](http://www.growschool.co.uk)

