

# Stephen Hawking School



## **Job Description:**

### **Teaching Assistant (Foundation Level)**

<b>Grade:</b>	APT&C Scale Two	<b>Hours:</b>	3 1/4 hours per week, term-time only (39 weeks per year)
<b>Responsible to:</b>	Class Teacher	<b>Manages:</b>	None

#### **Main Activities and Responsibilities**

1. To work with individual children and groups, under the direction of the class teacher, introducing tasks, monitoring children's work and using a range of strategies to support their learning.
2. To help pupils to access the full curriculum, at the same time promoting independent learning. (This will include supporting children in hydrotherapy/swimming pools.)
3. To observe pupils' performance, and using the systems in place in the school/class, provide the teacher with feedback on pupil progress and help to maintain individual and group records.
4. To contribute to the planning and evaluation of learning activities for individuals and groups, liaising with and maintaining effective working relationships with colleagues.
5. To help prepare and maintain a purposeful, orderly and supportive environment for learning.
6. To provide care with regard to the physical welfare of pupils and their health needs.
7. As directed, the post holder will undertake additional duties that may arise from time to time that are commensurate with the grade of the post.
8. To be willing and able to work at more than one location in the borough for the school.

# **Person Specification: Teaching Assistant (Foundation Level)**

***The person specification is used to shortlist applicants for tests and/or interviews***

1. A commitment to the educational rights of children with severe and/or profound and multiple learning difficulties.
2. Direct experience of supporting children with special educational needs (SEN).
3. The ability to work as part of a team.
4. The ability to communicate effectively with individuals and groups of children, teachers, parents and other members of staff.
5. The ability to establish and maintain effective working relationships with teachers and other members of staff.
6. The ability to accept guidance and direction from teachers.
7. The ability to distinguish between the roles and responsibilities of the teaching assistant and the class teacher.
8. The ability to keep written records and support the development of pupils' communication, personal independence, literacy and numeracy skills with confidence.
9. Awareness of how pupils learn and the various factors, which affect their learning.
10. Awareness of the need to show respect and value pupils as individuals.
11. An understanding of, and commitment to, inclusive education.
12. A willingness to undertake paid training in normal contractual hours to develop job-related skills and to work towards an NVQ level3 qualification (or its equivalent).
13. A sympathetic approach to parents and an understanding of the need for confidentiality.
14. A commitment to the Governing Body's Equal Opportunities Policy.
15. A willingness to work throughout the school with any age group.
16. The ability to adapt to differing environments within the school and to the needs of different children.
17. An understanding of, and sympathy with, and commitment to the aims of the school.