

Job Profile: Teaching Assistant

Grade 6

Teaching Assistant

JD_20038

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Core purpose

- To work alongside our teaching staff, to support students individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement. Work may be carried out in the classroom, in pupil homes, or supporting with online access to lessons.
- To promote students' independence, self-esteem and social inclusion.

Support for pupils

- To promote the safety, well-being, inclusion and successful outcomes of all students.
- To plan and assist with the development of every child's Safe Learning Plan for those well enough to come into the classroom
- To supervise and provide particular support for students, including those with special educational needs, ensuring their safety and access to learning activities.
- Establish constructive relationships with students and interact with them according to individual needs.
- Assist with the development and implementation of Student Support Plans and other Graduated Pathway documentation.
- Enable students to interact with others and engage in activities led by the teacher.
- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teachers and increase achievement of all students including, where appropriate, those with special educational needs and disabilities (SEND)
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Provide supervision of a class if a teacher is unavailable delivering set activities provided
- Use ICT skills to advance students' learning.
- Set appropriate expectations that promote self-esteem and independence.
- Under the guidance of the teacher work with identified students outside of the classroom e.g. to complete tasks or to support in managing dysregulated behaviour.

Working with colleagues and other relevant professionals

- Communicate effectively with other staff members and students, and with parents, carers and other professionals as needed.
- Work alongside the classroom and inclusion lead to ensure Safe Learning Plans are kept up to date for all students attending the GHES classroom.
- Communicate their knowledge and understanding of students to other staff and education, health and social care professionals as required.

Whole school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school
- Perform duties in line with school expectations and with the option for additional paid duties

Health and safety

- Promote the safety and wellbeing of students, and help to safeguard students' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy

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

- Deliver 1:1 or small groups interventions e.g. literacy, numeracy or SEMH programmes, as identified by the SENDCo
- To support with implementing strategies and activities in line with the Thrive approach

Support for Teachers

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of student work.
- Use strategies, in liaison with the teacher, to support students to achieve learning goals.
- Assist with the planning of learning activities.
- Work alongside the teaching staff, providing specialist support to students with learning, communication, social, sensory or physical needs.

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school.
- Have proper and professional regard for the ethos, policies and practices of GHES and GCC policies, and maintain high standards of attendance and punctuality.
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- Respect individual differences and cultural diversity.
- To be flexible, creative and be able to demonstrate initiative in supporting the work of children with medical needs.
- To undertake any other duties which are relevant to the post as required.

Special Conditions

- This position is subject to enhanced DBS, (Disclosure and Barring Service) check.
- GHES front-line staff are required to hold a current and valid driving license, to have full-time use of a car and be prepared to drive throughout the county as required.
- Business Insurance will be required for your car

Monitoring and ongoing development of outcomes

As part of the annual appraisal, outcome based targets will be developed in conjunction with the post holder and will supplement this job profile. The job profile will be subject to regular review and the council reserves its right to amend or add to the accountabilities listed above. We are looking for an individual who is enthusiastic and forward thinking and who can take initiative with a commitment to inclusion and to the educational development of children who have medical needs.

Person Specification

Essential

Qualifications and Experience

- GCSEs at grades 9 to 4 (A* to C) including English and Maths (or suitable equivalent)
- Experience of working with children – relevant professional qualification or substantial service as a teaching assistant or equivalent.

Skills and knowledge

- Good literacy and numeracy skills
- Good organisational skills
- Ability to build effective working relationships with students and adults
- Skills and expertise in understanding the needs of all students
- 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 students
- Excellent verbal communication skills Active listening skills
- The ability to remain calm in stressful situations
- Knowledge of guidance and requirements around safeguarding children
- Excellent ICT skills, particularly using ICT to support learning
- Understanding of roles and responsibilities within the classroom and whole school context
- Experience with Thrive and/or EBSA implementation and strategies

Personal qualities

- Enjoyment of working with children
- Sensitivity and understanding, to help build good relationships with students
- A commitment to getting the best outcomes for all students and promoting the ethos and values of the school
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding student's wellbeing and equality

There are also a number of generic requirements that are applicable to all employees within the Council.