



THE LADY BYRON SCHOOL

THE CEDARS - 11 HIGH STREET, FLECKNEY, LEICESTERSHIRE, LE8 8AJ.

INFO@LADYBYRON SCHOOL.CO.UK

Job Description

Job Title:	Teaching Assistant
Grade:	DEPENDENT ON EXPERIENCE
Hours:	32hrs p/w, 39 weeks per year
Responsible to:	Proprietor, Headteacher, HLTA

Key Relationships/ Liaison with: Teachers, Other classroom support staff, Leadership team, SENCo, Parents / Carers, Young people

Job Purpose: A TA will work under the direction and supervision of a HLTA / teacher to contribute to the planning, delivery and evaluation of learning activities for groups and individual students, in accordance with school policies and procedures. Specified work may be delivered to groups or 1-1, without the presence of a teacher, on an ongoing basis as part of routine timetabling. A TA will also routinely undertake additional responsibilities such as: cover supervision; coaching and mentoring; and contributing to policy development.

Occupational Standards: TA Standards

Role Specific Requirements:

- To contribute to the planning, delivery and evaluation of whole class learning activities, including delivering lessons to the whole class without a teacher being present and feeding back on student engagement and achievement.
- To contribute to the planning, delivery and evaluation of learning activities for groups and individual students, planning your own role and providing feedback on student engagement and achievement of the desired learning objectives.
- To devise clearly structured learning activities for individuals, groups and whole classes, the interest and motivate students and advance their learning.
- To promote and support the development of student's self-reliance, self-esteem and emotional resilience.
- To monitor learners' responses to activities and modify your approach accordingly.
- To support the physical, intellectual, emotional and social development of students, contributing to planning and facilitating children and young people's learning and development.



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- To develop positive relationships with colleagues, providing consistent and effective support and directing the work, where relevant, of other adults in supporting learning.
- To support students to improve their numeracy and literacy skills through focussed learning activities and more generally across the curriculum.
- To prepare and utilise ICT resources to support your professional activities and to advance students' learning.
- To contribute to the selection, preparation and use of resources suitable for engaging children and young people in planned and unplanned learning activities.
- Having regard to equality of opportunity, to provide care and encouragement to all students, planning for and supporting their participation in activities and liaising, if required, with parents / carers / other professionals as appropriate.
- To provide support for bilingual / multilingual students if required.
- To invigilate internal and external tests and examinations under formal conditions.
- To assist with the maintenance and analysis of student record keeping systems, including recording agreed updates to individual records.
- To support and motivate volunteers, including briefing them on their responsibilities, giving them feedback on their work, and assisting them to resolve any problems that may arise.
- To contribute to the development and review of policies and practices relevant to classroom support staff.
- To contribute to assessing and developing plans to meet the personal support needs of children and young people with additional requirements and assist in the implementation and evaluation of the plans.
- To monitor attendance to identify any patterns of absence and lateness and work with colleagues and parents to seek ways of helping the student to attend school more regularly.
- To help prepare, monitor and maintain a safe and secure learning environment in line with the teacher's lesson plans.



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- To promote, observe and report on student performance and development, using a range of assessment strategies to improve learning, provide focussed support and feedback.
- To promote the development of positive relationships and acceptable behaviour in accordance with school policy.
- To prepare and support the use of learning materials, monitor and maintain curriculum resources, and create visual displays to ensure a relevant physical learning environment.
- To provide education, care and encouragement to children and young people with disabilities or special educational needs, supporting them to participate in activities and liaising, if required, with parents/cares/other professionals as appropriate.

This will include working with children and young people who have a range of needs including:

- Communication and interaction needs.
 - Cognition and leaning needs.
 - Behaviour, emotional and social development needs.
 - Sensory and/or physical needs.
- To assist with the maintenance of student record keeping systems, including recording agreed updates to individual records.
 - To communicate as appropriate with parents and carers about the care and education of their children, as directed by school.
 - To encourage participation and interaction in structured and unstructured learning activities, including play (timetabled and during breaks if required).
 - To undertake midday supervision duties.
 - To support, as appropriate, in instances where students are unwell whilst at the school.
 - To escort and supervise students on educational visits and out of school activities, ensuring their health, safety and well-being.

Optional extra responsibilities, not affecting the grade.

- To lead an extra-curricular activity under the direction of the school but with limited direct supervision.



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- To attend SLT meetings to input to inform relevant aspects of strategic development.
- To provide toileting support to students, as necessary. *
- To support, as appropriate, in instances where students are unwell whilst at the school. *

* these duties only to be included by negotiation with individual employees, and after appropriate risk assessment and training have been undertaken.

Special Factors:

Subject to the duration of the need, the special conditions given below apply:

- The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the school.
- The postholder will need to be able to drive, have access to a car and have business insurance.
- Expenses will be paid in accordance with the Local Conditions of Service.
- This post is subject to a check being carried out at an Enhanced level by the Disclosure and Barring Service regarding any previous criminal record.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e., it involves certain activities in relation to children and/or adults) and is defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006.



Person Specification

School: The Lady Byron School
Job Title: Teaching Assistant (TA)
Grade: **Dependent on Experience**

	Essential	Desirable	How assessed
<p>Qualifications</p> <ul style="list-style-type: none"> NVQ 3 level qualification or equivalent in a study related to the role. Level 2 qualifications in maths/numeracy and English/literacy Further qualifications in Autism and Social, Emotional and Mental Health Experience working with autistic / SEMH young people across primary and secondary age range. Specialist skills/training in curriculum or learning area e.g., bi-lingual, sign language, ICT. Willingness to undertake further qualifications and training as necessary 	E	D D D D	App/Int/Doc App/Int/Doc App/Int/Doc App/Int/ App/Int/Doc App/Int
<p>Experience</p> <ul style="list-style-type: none"> Experience of supporting planning, evaluation and delivery of learning activities for young people in a formal setting. Experience of working with children, young people and families within the context of educational settings. Experience and understanding of meeting the needs of children and young people with SEND and 	E E	D	App/Int App/Int App/Int



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<p>their families.</p> <ul style="list-style-type: none"> • Experience of inter-agency working. • Experience with children and young people with complex needs 		<p>D</p> <p>D</p>	<p>App/Int</p> <p>App/Int</p>
<p>Knowledge</p> <ul style="list-style-type: none"> • Full working knowledge of child protection, health and safety procedures and other relevant policy and procedures and their application in a school setting. • Awareness of a range of frameworks that support the education, development and well-being of children. • Can use ICT effectively to support learning. • Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies • Good understanding of child development and learning processes. • Understanding of the responsibilities held by staff for safeguarding children and young people. • Knowledge of the SEND Code of Practice • Knowledge of areas of SEND pertinent to the school, e.g., ASC, dyslexia, dyspraxia, HI, VI, PD and the impact on children, young people and families. • Knowledge of Information Management and Data Protection legislation 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p>D</p> <p>D</p>	<p>App/Int</p> <p>App/Int</p> <p>App/Int</p> <p>App/Int</p> <p>App/Int</p> <p>App/Int</p> <p>App/Int</p>
<p>Skills/Attributes</p> <ul style="list-style-type: none"> • Ability and willingness to undertake professional 	<p>E</p>	<p></p>	<p>App/Int</p>



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development.			
• Empathy with children and young people.	E		App/Int
• Ability to effectively manage student behaviour in accordance with school policy and procedure.	E		App/Int
• Ability to work effectively as part of a team as well as being solution focussed.	E		App/Int
• Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within them.	E		App/Int
• Constantly improve own practice/knowledge through self-evaluation and learning from others	E		App/Int
• Ability to relate well to children and adults.	E		App/Int
• The ability to converse at ease with other agencies and provide advice.	E		App/Int
• The ability to communicate effectively both orally and in writing with a variety of audiences.	E		App/Int
• Excellent interpersonal skills and able to relate positively and establish effective working relationships with families, colleagues and other professionals.	E		App/Int
• Ability to manage a caseload effectively, prioritise work and demonstrate effective time management.	E		App/Int
• Ability to work effectively as a member of a team and be motivated to use initiative to plan and work in an organised manner.	E		App/Int
• Ability and aptitude to share knowledge, skills and understanding with colleagues, students, parents/carers and other agencies.	E		App/Int



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<ul style="list-style-type: none"> Ability to engage colleagues, students and other agencies in participative processes and a commitment to challenge practice to enhance the quality of provision for children and young people with SEND. 	E		App/Int
<p>General Circumstances</p> <ul style="list-style-type: none"> Attendance - evidence of regular attendance at work. Ability to travel to other bases, such as schools, homes, alternative providers using own transport. An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day to-day situations. 	E		App/Int
<p>Factors not already covered.</p> <ul style="list-style-type: none"> Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Disability Discrimination Act 1995 / Equality Act 2010. 	E		App/Int/Med

App = Application Form

Test = Test

Int = Interview

Pre = Presentation

Med = Medical Questionnaire

Doc = Documentary Evidence (E.g., Certificates)