



Job Description – Teaching assistant - communication

Job title	Teaching assistant with communication
Responsible to:	Assistant SENCO
Job purpose:	To provide educational, emotional and organisational support (under the direction of teaching and inclusion staff), for students to enable them to access provision alongside their peers. This might include support students with challenging behaviour. To help facilitate the engagement of families through translation of information, both written and verbal.
Key functional relationships:	Senior Leadership Team Teaching staff Support staff Welfare and Access Team Safeguarding Team Students Parents/carers
Grade:	NJC Band D – E (dependant on experience) 37 hours per week, 39 working weeks per annum Salary: £23,500 - £25,979 pro rata (an indication to the actual salary is: £20,336 - £22,481)

1. JOB DESCRIPTION

- To provide educational, emotional and organisational support (under the direction of teaching and inclusion staff), for students to enable them to access provision alongside their peers. This might include supporting students with challenging behaviour.

2. JOB PURPOSE

- This role includes providing practical support for learning and other school activities, helping students to develop their academic, social and emotional skills. Students with Special Educational Needs can often exhibit challenging behaviour when their needs are not being met, or they are in crisis and as an Access Support Worker, you will make considerable use of effective communication and conciliatory skills, including the use of restorative practices with students.
- This role will involve working with small groups and/or individual students and in classrooms providing support for one or more students.
- The post holder will be committed to safeguarding and promoting the welfare of children, young people and adults and will be responsible (along with all other adults in the school), for reporting any safeguarding or health and safety concerns.
- To provide a range of translation services to families; to include (but not limited to) attending meetings (with internal and external stakeholders), making phonecalls home, assisting the family liaison officer with home visits and assisting with whole school events.

3. WORK ENVIRONMENT/CONTEXT

- The post holder will be required to be resilient, tolerant and have a positive attitude towards their role.
- The post will involve regular conflicting priorities, working to set deadlines and performance objectives.
- The job requires regular direct contact with students, parents/carers, families, visitors to the school and a wide range of professionals.
- The work requires normal physical effort. The post-holder is expected to keep themselves fit for work and have good attendance.
- Post holders are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Any convictions should be disclosed on application for the post. Furthermore, post holders are required to inform the school/Trust of any such convictions throughout their period of employment.
- All post holders are required to undertake an Enhanced Disclosure and Barring Service (DBS) check prior to commencement of the post and at intervals throughout their employment at the discretion of the Trust.

4. MAIN DUTIES & RESPONSIBILITIES

4.1 Support for Students:

- Providing help with learning tasks as set by teachers;
- Adapting work provided by teachers so that it is accessible for students to complete.
- Encouraging students to take responsibility for their own learning and promoting development of self-esteem.
- Establish appropriate professional relationships with students.
- Support students in developing appropriate relationships themselves.
- Support students and suggest strategies for assisting students to settle into new settings.
- Recognise signs of distress and offer reassurance.
- Attend to the students' personal needs and implement related personal programmes including social, health, physical, hygiene and welfare matters.
- To help develop students' literacy, numeracy and ICT skills through different subjects and to help them understand their Spiritual, Moral, Social and Cultural (SMSC) responsibilities as citizens in modern Britain.
- Along with other members of the team, help to resolve difficulties between students/staff amicably and with regard to school policies.
- Employ strategies agreed by school via policies such as reward and behaviour systems.
- To liaise with tutors, behaviour for learning leaders, other staff, parents and external agencies as appropriate over the progress and welfare of students.
- To record students' progress and achievements, providing evidence of the range of their work progress and attainment over time.
- To provide timely, concise and constructive feedback to students about the quality of their work to enable them to reflect, improve and make progress.

4.2 Support for Teaching Staff:

- Assist in setting out learning materials for planned learning activities.
- Advise/remind teachers on what a students' needs may be and what strategies work best for that student.
- Understand the most effective way in which to support identified students' learning for a given task.
- Be aware of student problems /progress/achievements/targets and report to the teacher as agreed.
- Discuss expected learning outcomes with teacher and agree upon success criteria.
- Provide feedback for teacher on outcomes of learning activity.
- Support the teacher in managing student behaviour, reporting difficulties as appropriate.
- Support students in using equipment in class as directed by the teacher; for example, in practical subjects such as Science, Technology etc.

5. MANAGING OWN PERFORMANCE AND DEVELOPMENT

- To take a proactive approach to professional development and to participate in training opportunities, and other learning activities as required including participation in the school's Appraisal and Probationary procedures.
- To attend and actively participate in regular team and school meetings.
- To prioritise and manage own time effectively to balance all the demands made in this role.
- To strive to achieve challenging professional goals.
- To be a self-critical and reflective practitioner.

6. OTHER PROFESSIONAL EXPECTATIONS

- To uphold the school's ethos and expectations of professional standards as exemplified in the Staff Code of Code and by complying with the requirements of all school and Trust policies, especially those relating to safeguarding/child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To have high expectations of students' and build successful relationships centred on teaching and learning.
- To establish a purposeful learning environment where diversity is valued and where students' feel safe, secure and confident.
- To recognise and respond effectively to equality issues as they arise in the classroom, challenge stereotyped views, bullying and harassment in accordance with school policy and procedures.
- To promote the school/Trust positively and participate in promotional events such as open evenings and not to undertake any activities that may bring the school's/Trust's name in to disrepute.
- To carry out the terms and conditions of employment as detailed in the employee's contract.
- To ensure equality of opportunity is afforded to all persons both internally and external to the Trust and actively seeking to eliminate any direct or indirect discriminatory practices/behaviours.
- To undertake other duties and responsibilities as required from time to time commensurate with the grade of the post under the reasonable direction of the Headteacher or other senior leaders.

(NB This job description may be reviewed annually and it may be amended at any time during the year following consultation with the post-holder.)

Post of teaching assistant - communication
Job description agreed by post-holder
Print name:
Signature:
Date:
Job description verified by Headteacher
Print name:
Signature:
Date: