



**CORPUS CHRISTI**

We are His body, living and learning as one.

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## **Job Description**

### **Teaching Assistant Level 4 Special / Additional Needs Teaching & Learning**

The post holder will report to the Teacher /Headteacher. Apart from other colleagues in the school, the main contacts of the job are: Head Teacher, teaching staff, other support staff and pupils.

### **Main purpose of the post**

To complement the professional work of teachers by taking responsibility for agreed learning activities. This may involve planning, preparing and delivering learning programmes and support to individual pupils, small groups and on a short term basis to whole classes.

Responsibility for the management and development of a specialist area in school or across a department, and or leading and deploying teaching assistants in addressing the needs of pupils who require help to overcome barriers to learning

Work in collaboration with teaching colleagues to co-ordinate and plan schemes of work to be used by teaching assistants undertaking specified teaching work

Contribute to Senior Management Team or Departmental Management Team

Line management, supervision of support staff, including implementation of performance management procedures

### **Main duties and responsibilities**

#### **Support for students**

To work with groups of children under the supervision of the teacher including the delivery of therapy and programmes of work and implementation of ILPs

Assess the needs of pupils and use detailed knowledge and specialist skills/training/experience to support pupils learning

Establish productive working relationships with pupils, taking on role model by presenting a positive personal image and setting high expectations

Promote the inclusion and acceptance of all pupils

Encourage pupils to interact and work co-operatively with others and engage all pupils in activities

Promote independence and employ strategies to recognise and reward achievement of self reliance

Provide feedback to pupils in relation to progress and achievement

To assist with the dispensing of medication in exceptional circumstances with appropriate training and under the supervision of medical staff where necessary.

To carry out escort duties as appropriate whenever required.

To assist pupils in the hydrotherapy pool (where applicable), lift, dress, and providing support to the pupils with the activities in the pool.

To support pupils on integration placement in mainstream schools or colleges and on work experience placements

Support pupils whilst recognising and responding to their individual needs.

Attend to pupils' personal needs, including minor first aid and provide advice to assist in their pastoral, social, health, hygiene development and welfare matters.

### **Support for Teachers**

To assist the teacher to ensure a safe classroom and outdoor environment, checking materials and personal equipment for defects and implement risk assessments carried out by the teacher according to school guidelines. This will include cleaning equipment used by pupils and ensuring its accessibility.

To liaise with therapists, medical staff, and other personnel working with pupils as required, assisting with the coordinating and planning of programmes of work and to integrate specialist advice and practice into ILPs.

Organise and manage an appropriate learning environment and resources

Within an agreed scheme, of supervision, contribute to the whole planning cycle, including preparing challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate

Give regular feedback on children's progress to the class teacher and file records

Be responsible for keeping and updating records, information and data, producing analysis and reports as required

Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.

Record progress and achievement in lessons/activities systematically and providing evidence of a range and level of progress and attainment

Undertake marking of pupil's work and accurately record achievement/progress

Administer and assess routine tests and invigilate exams

Monitor and manage stock within an agreed budget, cataloguing resources and undertaking audits as required

Provide specialist advice and guidance (e.g. Science/PE) as required

Liaise with parents/carers, schools and establish constructive relationships and communicate with other relevant bodies to support achievement and progress of pupils

Supporting the role of parents in pupils' learning and contribute/lead meetings with parents to provide constructive feedback on pupil progress and achievement.

Take the lead role in the development and implementation of appropriate behaviour management strategies promoting self control and independence.

Monitor and evaluate pupil responses to learning activities through observation and planned recording of achievement against predetermined learning objectives.

To provide curricular clerical/admin support eg. photocopying, making lists, collection of monies.

### **Support for the Curriculum**

To provide support in all areas of the curriculum and on social occasions for pupils who have been identified as having medical conditions, which disable their full independent access to mainstream school life.

Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses and particular needs, including assessment in order to maximise pupil access to the curriculum within an inclusive setting where appropriate.

Contribute to the development of lesson/work plans

Deliver programmes including those linked to local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of pupils' skills

Support the use of ICT in learning activities and develop pupils' competence and independence in its use.

Select and prepare resources necessary to lead learning activities, taking account of pupils' interests, language and cultural backgrounds

Advise on appropriate deployment and use of specialist aid/resources/equipment.

### **Support for the School**

Ensure strategic processes are complied with in order to overcome barriers to learning, including eg behaviour management strategies

Comply with and assist with the development of policies and procedures relating to child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff.

Accompany teachers and pupils on educational visits

Assist in maintaining high standards of health and safety at all times.

Maintain good relationships with colleagues and work together as a team.

Deliver out of school learning activities within guidelines established by the school

Contribute to the identification and implementation of appropriate learning activities which consolidate and extend work carried out in class

Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.

Contribute to the overall ethos/work/aims of the school.

Establish relationships and communicate with other agencies/professionals, in liaison with the teacher, to support pupil progress and achievement

Take the initiative as appropriate to develop multi agency approaches to supporting pupils

### **Line Management Responsibilities**

Manage the Teaching Assistant staff within the school or department under the direction of the headteacher

Liaise between managers, teaching staff and teaching assistants

Hold regular team meetings with managed staff

Represent teaching assistants at teaching staff/management/other appropriate meetings

Undertake recruitment/induction/performance management/training/mentoring for other teaching assistants

### **General**

To maintain good relationships with colleagues and work together as a team

To undertake all duties with full regard to the Health and Safety at Work Act

To be willing to undertake and carry out first aid training as appropriate

To contribute to the overall ethos, work and aims of the school and Trust

Assist in the supervision of classroom and outdoor activities.

Assist with the supervision of discreet groups of students for short periods when the teacher is not present.

Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate

Where appropriate, attend review meetings of students who have been identified as experiencing physical disabilities or complex medical needs, providing information on school options and access issues.

To participate in training and other learning activities and performance development as required

To attend training and administer basic first aid as and when required.

To be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person as soon as they arise

To be aware of and support difference and to ensure equal opportunities for all

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All elements of Specified Teaching Work undertaken by the postholder will be within the framework of the school's Scheme of Supervision in line with the 2003 Regulations and (amended Regulations 2007. In addition to HLTAs, the Regulations cover other groups of support staff who undertake 'specified work' at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. Headteachers will ensure that the support staff member has the skills, experience and expertise required to carry out 'specified work'. Where more demanding aspects of 'specified work are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the headteacher should have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise.

A teaching assistant Level 4 may be called upon to provide cover for whole classes e.g. to cover teacher short term absence. During the cover periods, there will be a requirement for the teaching assistant to carry out specified work such as planning, preparation, assessment and reporting.

The Teaching Assistant must carry out his or her duties with full regard and commitment to the Governing Body and City Council Policies.

This job description sets out the duties of the post at the time it was drawn up. The post holders may be required from time to time to undertake other duties within the Trust as may be reasonably expected, which are commensurate with the grade of this post.

**Where the post holder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves unachievable, job redesign will be fully considered**

**Person Specification**  
**Teaching Assistant Level 4 Special / Additional Needs**  
**Teaching & Learning**

<b>CRITERIA</b>	<b>ESSENTIAL OR DESIRABLE</b>	<b>HOW / WHEN MEASURED *A/I/R/SP</b>
<b>QUALIFICATIONS / TRAINING</b>		
Numeracy/literacy skills (at a level equivalent to O Level/GCSE Grade C/4)	<b>E</b>	<b>A/I/R/SP</b>
Level 3 Teaching Assistant Diploma/Award in Supporting Teaching and Learning in Schools/Certificate in Supporting Teaching and Learning in Schools/Diploma in Specialist Support for Teaching and Learning in Schools or equivalent	<b>E</b>	<b>A/I/R</b>
Training in the relevant learning strategies and / or in a particular curriculum or learning area e.g. bilingual	<b>E</b>	<b>A/I/R</b>
Willingness and ability to undertake HLTA Level responsibilities (refer to HLTA standards)	<b>E</b>	<b>A/I/R</b>
Willingness to undertake first aid training and administer first aid as appropriate	<b>E</b>	<b>A/I/R</b>
Full working knowledge and understanding of the national curriculum and other relevant learning programmes/strategic processes and barriers to learning	<b>E</b>	<b>A/I/R</b>
Full working knowledge of relevant policies/codes of practice/legislation.	<b>E</b>	<b>A/I/R</b>
<b>EXPERIENCE</b>		
Experience of working with children/young people with social, emotional and behavioural difficulties, and those with communication, severe, profound or complex learning difficulties where appropriate.	<b>D</b>	<b>A/I/R</b>
<b>KNOWLEDGE / SKILLS / ABILITIES</b>		
The ability to organise, motivate, lead and be part of a team	<b>E</b>	<b>A/I/R</b>
Understanding of statutory frameworks relating to teaching	<b>E</b>	<b>A/I/R</b>
The flexibility to adapt to changing workload demands and new school challenges	<b>E</b>	<b>A/I/R</b>
To use ICT effectively to support learning	<b>E</b>	<b>A/I/R</b>
Understanding of the principles of child development and learning	<b>D</b>	<b>A/I/R</b>
<b>PERSONAL STYLES / BEHAVIOUR</b>		
To act with the utmost integrity at all times	<b>E</b>	<b>A/I/R</b>
To be to work as part of a team	<b>E</b>	<b>A/I/R</b>
To deal with any emergencies that may crop up in a calm manner and remain calm and in control in difficult circumstances	<b>E</b>	<b>A/I</b>
To relate well to children and adults and communicate effectively with all stakeholders in tactful, friendly and professional manner	<b>E</b>	<b>A/I/R</b>

To be motivated to complete tasks to the required timescales and quality standards	E	A/I/R/SP
Be able to self-evaluate own learning needs and actively seek opportunities for development	E	A/I/R
Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work.	E	A/I/R
Self motivation and personal drive to complete tasks to the required timescales and quality standards.	E	A/I/R
Personal commitment to ensure support is equally accessible and appropriate to the diverse needs of the pupils.	E	A/I/R
Personal commitment to continuous self-development.	E	A/I/R
Personal Commitment to continuous school improvement.	E	A/I/R
Willingness to participate in training, performance management and self-evaluate own learning needs and actively seek learning opportunities	E	I/R
To maintain confidentiality relating to the staff and students at all times	E	I/R
To contribute to the Catholic ethos of the school	E	I
To be committed to equal opportunities	E	I
To uphold all aspects of safeguarding	E	I
To be willing to consent to apply for an enhanced disclosure and barring service check	E	I

**\*Application/Interview/References/Selection Process**

The CCCAT uses the appropriate CES application forms for each role advertised. This application should be fully completed and legible. **The supporting statement should be typed in Arial 12, not exceed 1300 words in length, be clear, concise and related to the specifics of the post advertised above in order to gain an interview.**