

JOB DESCRIPTION

Position Title:	Senior Teaching Assistant		
Reports to:	SENCo	Cost Centre:	
Department:	Supporting Learning	Job Code:	Term time
Location:	St Benedict's Catholic High School	Evaluated Grade:	

1. JOB PURPOSE:

To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom.

This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in delivering teacher planned programmes.

STAs may also supervise whole classes during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task.

To provide specific support for students who have visual impairment and other SEN needs as appropriate.

To convert resources from class teachers to braille as necessary and to support teachers in producing resources to support the needs of students with visual impairment as appropriate.

2. ACCOUNTABILITIES:

Planning and preparing lessons or courses

- The STA will work with the teacher in lesson planning, providing assistance in evaluating and adjusting lessons and work and assist the teacher in the development and implementation of learning targets as appropriate. The latter element may apply more in relation to children with special educational needs, and is often referred to as differentiation.

Delivery

- The STA will deliver agreed work programmes for pupils. These may take place outside the 'line of sight' supervision by a teacher.

Assessment

- The STA would be expected to keep records of the pupils' activity during sessions as agreed with the teacher and these would be available to the teacher. The STA would work closely with the teacher around progress and attainment for the pupils with visual impairment.

Reporting

- The STA will provide feedback and reports to the teacher as agreed supported by the lesson observation evidence above. The STA may participate in meetings with parents.

Support for Pupils

- Use specialist (curricular/learning) skills/training/experience to support pupils
- Assist with the development and implementation of individual targets
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- 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

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Support for Teachers

- Work with the teacher to establish an appropriate learning environment
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- 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
- Contributing to reviews of learning
- Undertake marking of pupils' work and accurately record achievement/progress (Braille)
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
- Administer and assess routine tests and invigilate exams/tests

Support for the Curriculum

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/ needs
- Implement local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Help pupils to access learning activities through specialist support
- Determine the need for, prepare and maintain general and specialist equipment and resources

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- 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 constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Undertake planned supervision of pupils' out of school hours learning activities
- Supervise pupils on visits, trips and out of school activities as required

Development

- Take responsibility for own ongoing personal development and growth of expertise
- Train and develop other employees, for proper succession planning and risk management
- Other duties and responsibilities as requested by the Head Teacher

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3. QUALIFICATIONS, EXPERIENCE, & SKILLS:

Qualifications:

Essential

- Relevant NVQ 3 or equivalent qualification

Preferred

- Appropriate experience as a Teaching Assistant
- Additional specialist qualification
- Grade 2 Braille qualification
- Training in relevant strategies e.g. literacy, particular curriculum or learning area

Previous Experience:

Preferred

- Appropriate experience as a Teaching Assistant
- Experience working with children of relevant age
- Experience of working in a classroom setting
- Experience in working in another service to young people
- Experience of working with children who have visual impairment

Job Specific Skills:

Essential

- Good literacy/numeracy skills
- Up to date knowledge and understanding of the practices and procedures within education relating to the welfare, safety and education of children
- Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies
- Understanding of principles of child development and learning processes.
- Ability to self-evaluate learning needs and actively seek learning opportunities

Preferred

- Can use ICT effectively to support learning
- Use of other equipment technology – video, photocopier

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4. JOB DIMENSIONS:

Managerial & Supervisory Accountability

- None

Financial Accountability

- None

Additional Work Context Information

- Delivery, evaluation and planning of specific timetables
- Individual target setting and reviews

Number of Staff Supervised:	Direct Reports:	0	Indirect Reports:	0
	Total:	0		

5. APPROVALS:

LINE MANAGER		Name	
Signature		Date	
HEADTEACHER		Name	
Signature		Date	
EMPLOYEE			
Signature		Date	