

*At Lady Manners School we strive to attain the highest standards in our work, have respect for others and develop our individual talents.*



Founded 1636 by Grace, Lady Manners  
Lady Manners School

## **JOB DESCRIPTION**

**POST TITLE:** Teaching and Learning Assistant

**MEMBER OF STAFF:**

**GRADE:** Grade 7

**RESPONSIBLE FOR:** N/A

**RESPONSIBLE TO:** SENDCo

### **OVERALL RESPONSIBILITY:**

To provide effective support for students with Special Educational Needs and/or Disabilities (SEND). Support the delivery of a differentiated curriculum as specified and directed by the class teacher and/or Special Educational Needs Coordinator (SENDCo) to contribute to the progress of those students.

### **SPECIFIC DUTIES AND RESPONSIBILITIES:**

#### **In relation to the student:**

1. Work with identified students – individually and in small groups - to implement appropriate learning intervention strategies as specified by the teacher.
2. Support teachers in delivering a differentiated curriculum.
3. Communicate the work set by the class teacher to the students, ensuring that students are aware of the teacher's expectations.
4. Keep students on task including encouraging cooperative working and interaction between students.
5. Develop study and organisational skills of students and encourage motivation and confidence.
6. Under the guidance of the teacher, deliver appropriate learning opportunities to meet specific learning needs e.g. dyslexia, dyspraxia and specific language impairment.
7. Provide support in the use of visual, auditory and tactile methods to improve students' understanding.
8. Develop and implement appropriate opportunities to improve students' language, communication and numeracy skills.
9. Support the class teacher in identifying areas of difficulty with aspects of the curriculum and provide additional learning opportunities.

10. Work closely with the class teacher to contribute to the management of student behaviour and an appropriate working environment, including implementation of the school's behaviour policies.
11. Establish and promote productive relationships with students, setting high expectations and acting as a role model with regard to punctuality, dress and professional standards.
12. Support assessment procedures including special arrangements that have been granted for public examinations.
13. Assist with the implementation of Learning Plans
14. Promote the inclusion of all students within the classroom and school.
15. Promote the social and emotional development of students, encouraging independence wherever possible.
16. Help students cope with daily routines in a large community.
17. Provide support for students whose first language is not English, helping students to access the curriculum and support progress towards language targets.
18. Carry out any reasonable medical/support procedures (e. g. mobility assistance, exercises and, where necessary, personal hygiene and toileting) under the advice of parents/carers, medical personnel and the SENDCo.
19. Ensure the health, safety and welfare of students is maintained at all times.
20. Where allocated a designated student:
  - a. See the student daily to build a positive relationship with the student.
  - b. Listen to any concerns the student may have and follow up with relevant staff in school.
  - c. Assist the student with organisational skills (e.g. ensuring they have the correct equipment, that they know where to find their classroom etc.).
  - d. Share information about the student with members of staff, referring matters relevant to outside agencies to the SENDCo, or Assistant SENDCo,
  - e. Develop a positive relationship with the parents/carers of the student and discuss issues as they arise.
  - f. Maintain a home-school communication book, if appropriate.
  - g. Contribute to the information provided for the student's annual review and attend the review meeting.

**In relation to the class teacher:**

21. Liaise closely with teachers regarding the work set for a class/group.
22. Ensure that the teacher is aware of any specific problems regarding the student(s) being supported (e.g. vision impairment).
23. Assist with setting out learning materials.
24. Report to teachers on the behaviour of students during lessons and any issues arising.
25. Establish constructive relationships teachers, to support students' learning and progress.
26. Give feedback to teachers on support given and progress made.
27. Work collaboratively with teachers in the planning, implementation and evaluation of differentiated curriculum activities.

28. Develop and use subject knowledge.

**In relation to the Learning Support Department/wider school:**

- 29. Contribute to a wider team of multi-agency professionals in relation to students, sharing information in order to ensure the students' needs are met and that they are making the expected progress.
- 30. Attend a team meetings, whole-school meetings and twilight training activities as determined by contractual hours.
- 31. Report any welfare or academic concerns regarding students to the appropriate member of staff (e.g. SENDCo, Pastoral Team).
- 32. Follow direction from the SENDCo to maintain an awareness of new initiatives in Special Educational Needs or the school, generally.
- 33. Deal with any immediate problems or emergencies in accordance with the school's policies and procedures.
- 34. Accompany teaching staff and students on educational and recreational visits.

**GENERAL DUTIES AND RESPONSIBILITIES:**

- 1. Support the aims, ethos and priorities of the school.
- 2. Undertake training and development activities relevant to the position.
- 3. Maintain an understanding of and work within school policies, procedures and statutory regulations, including in respect of health and safety, equal opportunities, data protection, safeguarding children and safer working practice.
- 4. Carry out any other reasonable duties and responsibilities within the overall function, commensurate with the grading and level of responsibilities of the post.

**PERSON SPECIFICATION**

	<b>Essential or Desirable</b>
<b>Experience:</b>	
Working with and supporting children/young people	Essential
Managing the behaviour of children/young people	Essential
Working as a Teaching Assistant	Desirable
Working with children/young people with learning difficulties	Desirable
Working with children/young people with physical disabilities	Desirable
Working in a secondary school	Desirable
<b>Qualifications:</b>	

GCSE English and Maths grade A*-C or equivalent	Essential
Relevant level 2 qualification	Essential
Relevant level 3 qualification (e.g. Award/Certificate in Supporting Teaching and Learning in Schools, Diploma in Specialist Support for Teaching and Learning in Schools)	Desirable
<b>Knowledge:</b>	
Understanding of the importance of safeguarding children and of safer working practice	Essential
Basic understanding of child development and how children learn	Essential
Health and Safety issues relevant to an education setting	Essential
Familiar with a range of learning difficulties	Essential
Methods and techniques which engage and support students to develop positive attitudes	Essential
School policies and procedures (e.g. Behaviour for Learning, Anti-Bullying)	Desirable
National Curriculum at key stages 3 & 4	Desirable
<b>Skills:</b>	
Basic ICT skills	Essential
Ability to recognise the need for and maintain a high degree of confidentiality	Essential
Ability to relate to teachers, other professionals, parents/carers and students	Essential
Ability to work as part of a team and on own initiative	Essential
Ability to work calmly and professionally under pressure	Essential
Attention to detail	Essential
Ability to organise and prioritise work effectively and to deadlines	Essential
Good communication skills	Essential
Literacy and numeracy skills at or above level 2	Essential
<b>Attitudes and Values:</b>	
Commitment to school improvement and raising achievement for all students	Essential
Ability to form and maintain appropriate relationships and personal boundaries with young people	Essential
Takes responsibility and understands accountability	Essential
Committed to the needs of the students, parents/carers and other stakeholders	Essential

Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations	Essential
Adaptable to change	Essential
Ability to relate to and promote the school ethos	Essential
<b>Other:</b>	
Willing to self improve / attend training	Essential

*The post-holder must be prepared to carry out additional duties which may reasonably be required by the Headteacher. The duties of this post may vary from time to time, as required by the Headteacher, without changing the general character of the role or the level of responsibility.*

Evidence will be drawn from some or all of:

- Letter in support of application
- Application form
- Response to questions during interview
- Test or task
- References