



Wychwood School

JOB DESCRIPTION

Part-Time Teaching Assistant

Nature of the post: The SEND TA is a dual role of supporting a single girl with an EHCP who has high functioning ASD and in providing in class support to a small group of students.

In supporting the girl with an EHCP, the TA will be expected to attend some lessons and have regular 1:1 weekly meetings to assist her with time management, anxiety management, social skills and organisational skills. Part of the role will be to increase the girl's independence and so a careful balance of support will need to be established in order to help prepare her for adulthood.

This support is funded by the LA.

In providing in class support the TA will be expected to work closely with subject teachers. Using the information available; educational psychologist reports, IEPs and baseline data to inform their support to a group of girls in the expected range of groups of 1 to 4.

Key responsibilities:

- deliver tailored teaching activities to pupils either on a one-to-one basis or in small groups
- make sure that the pupils supported are able to engage in learning and stay on task during the lesson or activity
- support the social and emotional development of pupils, reporting any issues when required
- guide and monitor pupil progress
- contribute and be involved in the annual review process
- be prepared to work with subject teachers in planning lessons and developing resources to aid learning
- provide detailed and regular feedback to teachers and SENDCo on pupils' progress
- provide support outside of normal classes, such as helping during exams or going on school trips
- coordinate and deliver specific interventions as guided by the subject teacher or SENDCo

Responsible to: the SENDCO and the headmistress

Context

Wychwood is a small, academically strong and pastorally outstanding day and boarding school for girls in the centre of North Oxford. Girls take GCSE, IGSCE, AS and A2 Levels, and the EPQ qualifications. Public examination invigilation is undertaken by external invigilators. All teachers are expected to take part in school duties as required in a boarding school. They are also usually required to play a part in the form teacher and progress tutor teams.

The role requires exceptional communication, interpersonal and organisational skills, empathy, sympathy, flexibility, attention to detail, the ability to inspire pupils and a co-operative and supportive attitude to colleagues.

Person Specification:

The SEND teaching assistant will

- have a learning support qualification or appropriate experience in supporting pupils with SEND;
- have teaching experience in a secondary school or be a well-qualified QTS teacher;
- have experience of working in a team and on your own;
- be familiar with normal school requirements such as record keeping, report writing, parents' evenings, lesson planning etc.

Personal Qualities required:

The SEND teaching assistant will be expected to

- be a good team player;
- have a good work ethic;
- be in possession of a well-developed sense of humour;
- be respectful of and to acknowledge the Christian ethos and heritage of the school;
- be committed to the academic and pastoral ethos of the school;
- be committed to upholding all Health and Safety regulations in force.
- be committed to promoting Wychwood School positively by attendance at Open Mornings and Evenings and supporting whole-school, extra-curricular and outreach events.

Skills and attributes:

The SEND teaching assistant should

- be rigorous and professional in their approach;
- abide by the Wychwood staff code of conduct which may be revised from time to time;
- understand and act upon the need for constant, accurate communication between staff in school, the SEND teaching assistant, the SENDCo, the EAL department where appropriate and to parents so that the girls receive the highest quality, targeted support where necessary;
- be able to relate well to teenage girls, and you should like them;
- be able to relate to colleagues, both as part of a team and in areas of training and responsibility;
- be able to manage time well so that pressure points such as report writing or examinations are managed effectively;
- be prepared to take advice and to try out new things, and also be able to question;
- enjoy the subject and your work;
- demonstrate and instil enthusiasm and interest.

Professional Responsibilities:

- To attend lessons and help the child or the class, in conjunction with the teacher, in accordance with the requirements of the appropriate specifications and class teachers.
- To help the child manage the transitions between lessons, meal times and prep during the time allocated.
- To report to the SENDCo regularly;
- To attend the annual meeting(s) required by the Local Authority;

- To familiarise themselves with schemes of work and examination specifications for girl they support, liaise with the staff teaching these specifications to identify the critical areas requiring support and act upon the needs identified.
- To ensure thorough assessment of students' progress including the giving of positive and supportive feedback
- To maintain up-to-date knowledge of developments in education especially in SEND.
- To attend INSET and other training courses as required e.g. preparation for inspections and personal professional development.
- To attend staff meetings and/or read the minutes.
- To observe all Health and Safety requirements in order to maintain a safe environment.
- To ensure appropriate standards of behaviour of the students in their care at all times.
- To undertake any other task reasonably requested by the Headmistress.

Academic Responsibilities:

- To promote an appreciation of the benefits of learning support in terms of improving a pupil's academic performance and life skills.
- To ensure pupils have an appreciation of the value and wonder inherent in education despite the difficulties they may face in accessing or succeeding education.
- To plan, teach, assess and evaluate learning lessons in accordance with the requirements of the appropriate specifications.
- To select and use appropriate and varied resources, equipment and techniques.
- To keep detailed pupil records.
- To produce written information where it is required.
- To encourage pupils to monitor their own progress, whether by individual tutorials or written self-assessment.
- To ensure that school assessments and examinations are reviewed after each examination session to help girls identify and eradicate errors in knowledge, practice or examination technique.
- To promote active and independent learning by methods specific to the girl in question to encompass Habits of Mind.
- To model and encourage the use of a variety of study skills, revision techniques and learning approaches to maximise a pupil's performance.
- To apply the recommendations of IEPs.
- To liaise with other teachers and progress tutors on pupils' progress on a timely and termly basis.