

## **ATA (SEN) JOB DESCRIPTION**

### **ACCOUNTABILITIES/MAIN RESPONSIBILITIES**

<b>POST:</b>	<b>Advanced Teaching Assistant (ATA)</b>
<b>GRADE:</b>	NYG-D (SEN) SCP 4 - 6 (Paid Term Time Only £14,897.78 - £15,461.38)
<b>RESPONSIBLE TO:</b>	Head of School/ Class Teacher/ Higher Level Teaching Assistant
<b>RESPONSIBLE FOR:</b>	None
<b>POST REF:</b>	<b>JOB FAMILY: 7</b>
<b>JOB PURPOSE:</b>	To support teaching and other staff in assisting the delivery of the curriculum and other learning processes, in direct contact with pupils, working with individuals and groups at times you may be asked to work alone with individual or groups of pupils. The postholder will assist in the planning, preparation and delivery of learning activities, as well as with monitoring, recording and reporting on students. The role will involve working with both groups and individual pupils under the direction of appropriate staff.
<b>JOB CONTEXT:</b>	<p>This school is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.</p> <p>An ability to fulfil all spoken aspects of the role with confidence through the medium of English</p>
<b>ACCOUNTABILITIES / MAIN RESPONSIBILITIES</b>	
<b>Supporting Learning &amp; Development</b>	<ul style="list-style-type: none"> <li>• Assist in the planning and evaluation of learning activities with the teacher. Deliver learning activities for individuals and groups of pupils under the professional direction and supervision of a qualified teacher, differentiating and adapting learning programmes to support the needs of allocated pupils</li> <li>• With the class/subject teacher, plan and deliver small group interventions, with clear objectives and appropriate learning outcomes</li> <li>• Monitor and record pupil responses and learning achievements and give appropriate feedback to teachers towards the overall assessment of pupil progress and attainment made by the teacher and other professionals</li> <li>• Support and assist in the development and implementation of appropriate behaviour management strategies</li> <li>• Take account of the effects of different parenting approaches, backgrounds and routines, and be involved in home school liaison, as directed by the class/subject teacher</li> </ul>

	<ul style="list-style-type: none"> <li>• Support pupils in their social and emotional wellbeing in implementing relevant social, health, and physical programmes, including for those with health, social and physical needs</li> <li>• Escort and supervise pupils on educational visits and out of school activities under the supervision of a teacher</li> <li>• Undertake break supervision as required</li> <li>• Observe a child or young person's behaviour, understand its context, and notice any unexpected changes and intervene as necessary.</li> <li>• Know how to interact with children in ways that support the development of their ability to think and learn.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Establish rapport and respectful, trusting relationships and communicate effectively with pupils, their families and carers, and other agencies / professionals</li> <li>• Initiate appropriate and effective communication with the class teacher, and other professionals, forging and sustaining relationships across agencies</li> <li>• At times, with agreement from the teacher, lead the work of GTA's</li> </ul>
<b>Sharing Information</b>	<ul style="list-style-type: none"> <li>• Assess, record and report on pupils' attainment and progress within assessment and reporting processes</li> <li>• Participate in meetings with other staff, external professionals and parents regarding pupils, in a support capacity to the teacher, who will normally lead on such matters</li> <li>• Assist in the induction and development of classroom support staff, cascading information and good practice</li> <li>• Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality</li> <li>• Participate in staff meetings</li> <li>• Share information confidentially about pupils with teachers and other professionals as required</li> </ul>
<b>Supporting Transitions</b>	<ul style="list-style-type: none"> <li>• Listen to concerns; recognise and take account of signs of change in attitudes and behaviour. Use this information to assist the teacher in planning teaching and learning.</li> <li>• Understand your own role and the importance of providing care or support, and develop strategies to improve this.</li> </ul>
<b>Safeguarding and Promoting the Welfare of Children &amp; Young People</b>	<ul style="list-style-type: none"> <li>• Carry out tasks associated with pupil's personal hygiene and welfare, including personal intimate care, physical and medical needs, whilst encouraging independence</li> <li>• Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate</li> <li>• Assist with playground supervision, personal care routines, health and medical regimes.</li> </ul>
<b>Administration/Other</b>	<ul style="list-style-type: none"> <li>• Assist the teacher and work as directed in preparation of the classroom and resources for planned work to take place</li> <li>• Undertake routine clerical duties as required</li> <li>• Support the use of ICT and adhere to relevant policies</li> <li>• Participate in appraisal, training and other learning activities</li> </ul>
<b>Data Protection</b>	<ul style="list-style-type: none"> <li>• To comply with the County Council's policies and supporting documentation in relation to Information Governance this</li> </ul>

	includes Data Protection, Information Security and Confidentiality
<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>• Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure</li> <li>• Work with colleagues and others to maintain health, safety and welfare within the working environment</li> </ul>
<b>Equalities</b>	<ul style="list-style-type: none"> <li>• Promote inclusion and acceptance of all pupils</li> <li>• Within own area of responsibility work in accordance with the aims of the Equality Policy, treating individuals with respect for their diversity, culture and values</li> </ul>
<b>Flexibility</b>	<ul style="list-style-type: none"> <li>• North Yorkshire County Council provides front line services, which recognises the need to respond flexibly to changing demands and circumstances. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with County Council Policies and Procedures</li> </ul>
<b>Customer Service</b>	<ul style="list-style-type: none"> <li>• The County Council requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment</li> <li>• The County Council requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values</li> </ul>
<b>Date of Issue:</b>	02.02.2022

## **PERSON SPECIFICATION**

**JOB TITLE:** Advanced Teaching Assistant

**GRADE:** NYG–D(SEN) SCP 4 - 6

<b>Essential upon appointment</b>	<b>Desirable on appointment</b>
<b>Knowledge</b> <ul style="list-style-type: none"><li>• Good understanding of child/ young people's development and learning processes</li><li>• Understanding of individual children and young people's needs</li><li>• An understanding that children/Young people have differing needs and knowledge of inclusive practice</li></ul>	<ul style="list-style-type: none"><li>• Knowledge of Behaviour Management techniques</li><li>• Knowledge of Child Protection policies &amp; Procedures</li><li>• Knowledge of Health &amp; Safety legislation</li></ul>
<b>Experience</b> <ul style="list-style-type: none"><li>• Appropriate experience working with children in an education setting</li></ul>	<ul style="list-style-type: none"><li>• Experience of delivering evidence based interventions that accelerate learning</li><li>• Experience of working in a class based environment with SEN pupils.</li><li>• Experience of working effectively with children with challenging behaviour.</li><li>• Experience of assisting with health and medical routines of pupils.</li></ul>
<b>Occupational Skills</b> <ul style="list-style-type: none"><li>• Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with a range of staff, children, young people, their families and carers</li><li>• Behaviour management</li><li>• Good reading, writing and numeracy skills</li><li>• Good understanding of child development and learning processes.</li></ul>	<ul style="list-style-type: none"><li>• Demonstrable ICT skills and ability to use them as part of the learning process, or, the ability to develop ICT skills in a reasonable timeframe</li><li>• Basic First Aid qualification.</li></ul>
<b>Qualifications</b> <ul style="list-style-type: none"><li>• Relevant NVQ Level 3 or equivalent</li></ul>	<ul style="list-style-type: none"><li>• Appropriate first aid training (Dependent on the school's needs - insert as appropriate)</li></ul>

<b>Personal Qualities</b> <ul style="list-style-type: none"> <li>• Demonstrable interpersonal skills</li> <li>• Ability to work successfully in a team</li> <li>• Able to exercise judgement</li> <li>• Confidentiality</li> <li>• Ability to work flexibly and adapt to rapid change.</li> <li>• Willingness to accept direction and advice.</li> <li>• Ability to direct the work of GTA's; Students and volunteers.</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity</li> </ul>
<b>Other Requirements</b> <ul style="list-style-type: none"> <li>• Enhanced DBS clearance</li> <li>• To be committed to the school's policies and ethos</li> <li>• To be committed to Continuing Professional Development</li> <li>• Motivation to work with children and young people</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>• Emotional resilience in working with challenging behaviours and attitudes</li> <li>• Ability to use authority and maintaining discipline</li> <li>• An empathy for equality &amp; diversity</li> <li>• The ability to converse at ease in accurate spoken English is essential for the post</li> </ul>	

