

Job Description

POST: Teaching Assistant - Level 2
(working with pupils with complex special needs)

RESPONSIBLE TO: Senior Leadership Team

SALARY: Scale G SCP 11 £21,748 - SCP 17 £24,491
pro-rata salary £16,504.70 TTO

LOCATION: Woodloes Primary School

DISCLOSURE LEVEL: Recent enhanced DBS

KEY RELATIONSHIPS:

Responsibility for people (other than employees supervised/managed): The post has considerable impact on the well-being of individuals or groups through contributing to the assessment of pupil need and progress, the development and implementation of plans and providing appropriate care/support to pupils with complex learning and/or health care needs.

Responsibility for staff: The post has limited direct responsibility for supervising other staff though may be expected to demonstrate tasks or advise/guide new employees, work experience or trainees.

RESPONSIBLE FOR:

Responsibility for budget: The post has no direct responsibility for financial resources other than occasionally handling small amounts of cash, processing cheques, invoices etc.

Responsibility for physical resources: The post has some responsibility for physical resources, through the preparation and care of teaching materials/resources and secure and accurate record keeping.

MAIN PURPOSE:

Working under the overall supervision of the responsible teacher, assist and support teaching and learning, provide for general care, safety and welfare of pupils and work with individuals or groups of pupils with complex health care and/or learning needs and to assist in providing for general care, safety and welfare of all pupils.

SPECIFIC RESPONSIBILITIES:

TYPICAL TASKS, DUTIES AND RESPONSIBILITIES

Support for pupils:

- Support individuals or groups during independent /group work, e.g. explain tasks, reinforce key objectives/concepts or vocabulary, use practical apparatus, support less able pupils, extend/challenge more able, keep pupils on task, interested, motivated and engaged.
- Personalise provision by adapting and differentiating tasks to make them accessible for individual pupils with guidance and support from the class teacher.
- Occasional support to whole class for short periods (e.g. story reading).
- Help pupils to develop communication skills and role play activity.
- Promote inclusion and acceptance of all pupils, encourage them to interact and work co-operatively and engage in activities.
- Promote independence and development of self-esteem.



- Assist in the personal, social, emotional development of pupils and development of self-esteem.
- Assist with the development and implementation of IEPs/EHC/behaviour plans.
- Use specialist skills/ knowledge/ training to provide support in specialist areas.
- Encourage and reinforce positive interactions between pupils working within any behaviour targets set.
- Identify and report uncharacteristic behaviour patterns.
- Supervise and ensure the safety and well-being of pupils during an element of the lunchtime period.
- Assist with pupil supervision on trips off the premises, under overall guidance of the teacher.
- Working with children/pupils with complex special needs, monitor and provide for their general care, safety and welfare, including tasks connected with their social inclusion and providing for their personal, physical and health care needs.
- Use physical intervention strategies following training, e.g. team teach.

Support to teacher:

- Assist with lesson/activity planning, delivery and evaluation.
- Monitor individual/group achievements of key objectives and provide feedback to the teacher.
- Contribute to pupil assessment through observation and reporting.
- Record information relevant to assessment and review of pupils' progress.
- Attend IEP and EHC review meetings if appropriate.
- Support implementation of strategies to manage pupil behaviour.
- Active involvement in day to day management of the learning environment including responsibility for the care and preparation of teaching aids, equipment, materials and differentiated resources.
- Undertake routine and non-routine administrative tasks.
- Liaise with parents/carers, specialist teachers and other professional staff, share and provide information.

Curriculum support:

- Contribute to curriculum planning and evaluation and assist in implementation.
- Assist in the delivery of lessons/sessions and interact with the teacher and pupils as required.
- Undertake agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Support and use ICT in learning activities & develop pupils' competence and independence in its use.

Safeguarding Children

The trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty -

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Person Specification

Our Values and Vision

These are our values. They can be thought of as our ‘non-negotiables’ - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Achievement - Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control (‘knowing what to do when they don’t know what to do’) in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

Achievement - ‘letting your light shine’: All young people achieve things they can be proud of every day in addition to academic success and outside our school’s planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement - relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other’s professional and personal wellbeing.

The Trust Board sees all members of the Trust’s staff community as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • NVQ Level 2 or equivalent • Good basic education to GCSE level in Literacy and Numeracy or equivalent. 	<ul style="list-style-type: none"> • NVQ Level 3 or equivalent • Certificate or Diploma in Childcare and Education • Paediatric First Aid qualification • Have a recognised qualification or training in SEND practice.
Experience	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> • Experience of working in a TA role, preferably with children with SEN. • Experience of handling confidential and sensitive information. • Experience of communicating to all levels of management. • Experience of working in an educational environment 	<ul style="list-style-type: none"> • Experience of working with pupils with SEMH. • Experience with pupils with autism. • Experience with working on a one-to-one basis with pupils. • Experience of working with children who have an EHCP

<p>Skills and knowledge</p>	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> • Good level of knowledge and understanding of SEN, in particular SEMH and Autism, and areas of the curriculum. • The ability to build trusting relationships with children. • Excellent written and verbal communication skills at all levels and be able to present information verbally and in writing to others. • The ability to think ahead and draw up schedules of review, and to follow these up as necessary. • Excellent organisational skills to prepare and organise activities. • Excellent problem-solving skills, with an ability to be proactive in seeking solutions. • The ability to be flexible and adaptable to respond to the needs of individual children • The ability to remain calm under pressure. • Excellent time management skills. • The ability to apply a high level of differentiation. • The ability to engage learners. • The ability to work with pupils in a professional manner. • The ability to maintain confidentiality. • The ability to plan their own work when required. • The ability to transfer theory / training into practice. • Be comfortable in liaising with parents/carers and professionals involved in supporting pupils. • Will undertake regular updated training and apply that knowledge. 	<ul style="list-style-type: none"> • Knowledge of legislation and statutory guidance specific to Primary KS1 and KS2. • The ability to handle and react to/make decisions in a crisis situation (e.g. in relation to behaviour). • The ability to make judgements, identify priorities for action and take decisions, applying and internalising knowledge from a variety of professional sources.
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Personal Qualities	<p>The successful candidate will be:</p> <ul style="list-style-type: none"> • Resilient • Patient • Empathetic • Flexible • Playful • Calm • Able to work independently but also as part of a team • Professional • Conscientious • Dedicated to their practice • Reliable 	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> • The capacity to work flexibly. • An enhanced DBS check.
Other	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people • Willingness to undergo appropriate checks, including enhanced DBS Checks • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people. 	

Employee signature:

Date: