

JOB DESCRIPTION

- School:** TRINITY ST. PETER'S CE PRIMARY SCHOOL
- Post:** Teaching Assistant individual pupil support (Level 2, 31 hours)
- Grade:** Grade D (SCP 14 – 17)

JOB PURPOSE

Specific

To support a successfully included boy who has some significant anxieties around daily demands and needs support to manage the school day, access the curriculum and develop positive relationships.

General

To work with and supervise individual and groups of children under the direction/instruction of teaching and/or senior staff, inclusive of specific individual learning needs, enabling access to learning for all pupils and assistance and support in classroom management and behaviour techniques and providing specialist support in a specific curricula/resource area.

MAIN DUTIES

Support for the pupil

- Develop an excellent understanding of the specific needs of the pupil and to be supported by the class teacher and SENDCo
- Assist with the development of and implementation of SEN Support Plans and EHC
- To liaise, advise and consult with other members of the team supporting the pupil, including external agencies
- Establish a supportive, professional relationship with the pupil and parents
- Maintain effective home school communication

Support for other pupils

- Establish good working relationships with pupils, acting as a role model and setting high expectations
- Provide consistent support to all pupils, responding appropriately to individual pupil needs
- Promote inclusion and acceptance of all pupils
- Encourage pupils to interact with others and engage in activities led by the teacher
- Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure

- Provide feedback to pupils in relation to progress and achievement under the guidance and direction of the teacher
- Use specialist (curricular/learning) skills/training/experience to support pupils

Support for the Teacher

- Provide minimal clerical/administration support (e.g. photocopying, filing)
- Assist with the display of children's work
- Establish and maintain an appropriate learning environment under the supervision of the teacher
- Contribute to 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
- Be responsible for keeping and updating records in agreed format with the teacher, contributing to reviews of systems/records as request
- Administer and assess routine primary tests and accurately record achievement/progress
- Promote positive values attitudes and good pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within role/responsibility and participate in feedback sessions/meetings with parents under teacher's supervision

Support for the Curriculum

- Support the delivery of agreed learning activities/learning programmes, adjusting activities according to pupil learning styles and individual needs
- Support the delivery of literacy/numeracy programmes, effectively utilising all alternative learning opportunities and learning styles to support extended development
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Assist pupils to access learning activities through specialist support, e.g. curriculum/SEN specialism
- Determine the need for, prepare and maintain general and specialist equipment and resources

Support for the School

- Provide minimal clerical/administration support (e.g. photocopying, filing, etc)
- Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned).

- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the school ethos, aims and development/improvement plan
- 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 as appropriate
- Participate in training and other learning activities as required
- Establish own best practice and use to support others
- Assist in the supervision, training and development of classroom support staff
- Assist with the planning of opportunities for pupils to learn in out-of-school contexts, according to school policies and procedures and within working hours
- Accompany teaching staff and pupils on visits, trips and out of school activities as required
- Take a full and active part in all aspects of school life

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

Prepared by:

Name

Designation

Headteacher

Date

Signed:

Date:

SEFTON METROPOLITAN BOROUGH COUNCIL

PERSON SPECIFICATION

Post: Teaching Assistant (Level 2)

The following is essential criteria:

<u>Knowledge and Understanding</u>

- General understanding of child development and national curriculum and other learning programmes/techniques (within specified age range/subject area)
- General awareness of inclusion, especially within a school setting
- Experience of resource preparation to support learning programmes
- Effective use of ICT to support learning
- Understanding of other basic technology – iPad, photocopier

<u>Qualifications and Training</u>

- Minimum 2 years experience teaching assistance experience of working with and/or caring for children within mainstream and/or special primary schools
- Willingness to participate in relevant training and development opportunities
- Training in special educational needs strategies
- Willingness to undertake appointed person certificate in First Aid

<u>Professional Values and Practice</u>
--

Must be able to demonstrate the following:

- High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements
- Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners
- Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work
- Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice
- Able to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning
- Able to improve their own practice through observations, evaluation and discussion with colleagues