Newbold Church School

Specialist Teaching Assistant

JOB DESCRIPTION

POST:	*Temporary Specialist Teaching Assistant working with a child in KS1*
GRADE:	*Grade 8*
DEPARTMENT:	*Children and Younger Adults: Education*
ESTABLISHEMENT:	*Newbold Church School*
RESPONSIBLE TO:	*SENDCO* *Deputy Head Teacher* *Headteacher*
LIAISON WITH:	*Teaching Staff* *Parents* *Advisory Staff* *All professional staff involved in the education and care of children*

Main Purpose of this role:
To work under the guidance of the Headteacher, SENDCO and teaching staff. To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area, for specified periods of time.

Responsibilities:

- *The post holder is responsible to their line manager and to the Headteacher for his/her duties, responsibilities and tasks.*
- *The post holder will adhere to the school's values and vision; abiding by the agreed policies and procedures to ensure provision is of the highest quality*
- *The post holder undertakes support for the teachers of the children within the school and the associated pastoral and administrative duties in respect of those pupils as well as the general responsibilities in the school as agreed with the Headteacher.*
- *The post holder will interact on a professional level with all colleagues and establish and maintain good working relationships which will promote the development and effective delivery of the school curriculum and maximise children' achievement.*
- *The post holder will be responsible for the pastoral care and safeguarding of the children within their session, class or groups, ensuring that children's safety, wellbeing and welfare are at the forefront of all they do.*

Overview of Duties:

- *Work under the direction of the Special Educational Needs and Disabilities Coordinator (SENDCO) to implement a bespoke curriculum tailored to the individual needs of the child.*
- *Provide one-on-one support, creating and fostering a nurturing, stimulating and inclusive learning environment.*
- *Through reflective practice, support a creative inclusive curriculum which values learning through and smaller group working practices*
- *Assist in the planning and delivery of engaging activities that promote the child's development across all areas of learning.*
- *Monitor and record the child's progress, providing regular feedback to the SENDCO and teaching staff.*
- *To implement all policies and practices in line with the ethos of the school.*
- *Collaborate with parents, teachers, and other professionals to support the child's holistic development.*
- *Work in accordance with an intimate care plan, including changing nappies and supporting toilet training.*

Specific Duties

Support for Pupils:

- *Use specialist (curricular/learning) skills/training/experience to support pupils and enhance their learning and so progress.*
- *Assist with the development and implementation of intervention or specialist care plans and participate in the implementation of programmes set by Therapists, Support Teachers and Educational Psychologists as necessary.*
- *Establish productive working relationships with pupils, acting as a role model and setting high expectations.*
- *Promote the inclusion and acceptance of all pupils within the classroom*
- *Support pupils consistently whilst recognising and responding to their individual needs.*
- *Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.*
- *Promote independence and employ strategies to recognise and reward achievement of self-reliance.*
- *Set challenging and demanding expectations and promote self-esteem and independence.*
- *Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.*
- *Deliver pastoral and learning support.*
- *To deal with minor incidents and the health and hygiene of the children and where necessary, escort them home.*
- *To work with groups of children and to take responsibility for their learning.*
- *In conjunction with the Headteacher, Deputy Headteacher SENCO and class teachers, ensure appropriate support is given for specified children, or groups, within the particular school situation.*

- *To contribute to planning, delivery and assessment of tailored programmes for learning for pupils at risk of underachieving e.g. Reading Inference etc*
- *To contribute to the setting up, implementation and reviewing of the child's Individual Educational Programme (IEP).*
- *To contribute to planning of and deliver tailored programmes for learning and support for pupils who may need extra support.*
- *Liaise closely with parents about the progress of that pupil, following systems set in place by the class teacher.*
- *To assess the pupil's response to the learning activities and, where necessary, modify or adapt the activities.*
- *To observe and report on pupil performance, updating relevant records at agreed time intervals.*
- *Keep records of pupils' development and progress, and to contribute to termly Support and Planning meetings and annual reviews as necessary.*
- *To carry out any reasonable duties within the overall function commensurate with the grading and level responsibility of the job.*
- *To work flexibly between year groups as required.*
- *To take different roles as need required e.g. booster support, EBD support, nurture group.*
- *To promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour.*
- *To understand the importance of praise and encouragement in helping children and young people to experience achievement and independence.*

Support for the Teacher:

- *Create and maintain a purposeful, orderly and supportive learning environment, in accordance with lesson plans and assist with the display of pupils' work.*
- *Assist with the planning of focussed learning activities.*
- *Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.*
- *Promote excellent pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.*
- *To establish and maintain constructive relationships with parents/carers by:*
    - *supporting their role in pupils' learning;*
    - *providing constructive feedback on pupils' progress and achievements;*
    - *facilitating their support for their child's attendance;*
    - *support home to school/community links.*
- *Undertake routine marking of pupils' work.*
- *To work with small groups of children and to take responsibility for their learning.*

Support for the Curriculum:

- *Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.*

- *Undertake programmes linked to local and national learning strategies e.g. English, Maths, KS1 & KS2, Foundation Early Years recording achievement and progress and feeding back to the teacher.*
- *Support the use of ICT in learning activities and develop pupils' competence and independence in its use.*
- *Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.*

Support for the School:

- *Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.*
- *Contribute to the overall ethos of the school.*
- *Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.*
- *Appreciate and support the role of other professionals, attending and participating in relevant meetings as required.*
- *Participate in training and other learning activities and performance development as required.*
- *Assist with the supervision of pupils out of lesson times, including before and after school*
- *Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.*
- *To assist in the general care of the school environment by undertaking responsibility for the upkeep of designated areas.*
- *Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.*
- *To attend training and implement support programmes as required.*
- *To participate in and contribute to meetings with other teaching assistants and the SENCO to assist in the development and implementation of special programmes for all pupils.*
- *To attend relevant staff meetings and all INSET days.*
- *To be able to cascade training to the school community.*

Personal Responsibilities:

- *Actively participate in appraisal in order to identify and agree development and training needs.*
- *Within your contracted hours, undertake training as identified through appraisal, as may be required*
- *Within your contracted hours, attend staff training and other meetings as required.*
- *Be aware of the learning and physical needs of the pupils you are supporting.*
- *Respect the confidentiality of pupils' information and respond sensitively to pupils' need providing assistance with pupils' care and welfare and with the learning activities undertaken.*

Person Specification:

Essential	***Desirable***
Skills, aptitude, knowledge and experience • *Previous experience of working with children aged 4-7 in a paid capacity* • *Experience as a Specialist Teaching Assistant within a Primary school or Early Years setting* • *To have practical experience of supporting children with learning or behavioural difficulties.* • *To have practical experience of working from and evaluating the progress of children against IEP targets.* • *Ability to plan and develop differentiated learning activities, including pupils with SEND* • *Ability to adapt, modify and plan activities for pupils who are making slow progress, leading to accelerated progress* • *Trained to deliver intervention programmes* • *Knowledge of the Statutory Framework for the Early Years Foundation Stage and the National Curriculum* • *Good written and oral skills for report writing, maintaining child records and providing feedback to parents/carers and colleagues* • *Experience in undertaking observations for assessment of children.* • *An understanding of inclusion, making the curriculum accessible to all learners including SEN, G&T and EAL.* • *The ability to work in a team in order to achieve successful outcomes for learners.* • *Good numeracy/literacy skills.* • *Ability to self-evaluate learning needs and actively seek learning opportunities.* • *Ability to relate well to children and adults.* • *Understanding of child development* • *Understanding of the relevance of childcare legislation* • *Understanding of health and safety and welfare issues within a childcare environment* • *To have a full working knowledge of the Code of Practice for SEND as well as school policies relating to Special Educational Needs, and Child Protection.*	• *Experience in working with children with Autism* • *Trained to successfully deliver phonics programmes* • *Use of ICT equipment and technology – cameras, Ipads, visualisers,video, photocopier.* • *Effective use of ICT to support learning.*

Personal qualities • *A commitment to the provision of high quality childcare* • *A positive approach to learning and gaining new skills through teamwork and training opportunities* • *A passion for promoting purposeful learning* • *The ability to adapt to changing circumstances and needs.* • *A positive attitude* • *Ability to build a good rapport with children, parents, staff and other professionals.* • *A readiness to maintain high expectations and standards for self and others.* • *Excellent organisational, record keeping and planning skills* • *Punctuality and reliability* • *Patience and resilience* • *Honesty and trustworthiness* • *Communication skills with a particular emphasis on oral skills together with personal qualities of enthusiasm, good humour, determination and resilience* • *A positive approach to inclusive practice, with children and colleagues* • *Enthusiasm for working with children*	• *Flexibility – occasionally working hours might be changed, e.g. for parents evening, After school events* • *Able to work in small teams*
Qualifications • *Completion of a full and relevant early years and childcare or TA/LSA qualification at Level 2 or above (e.g. Level 2 or 3 Diploma for the Children & Young People's Workforce, Level 2 or 3 NVQ) or equivalent and relevant experience, knowledge and skills* • *GCSEs or equivalent in Maths and English* • *Level 1 Safeguarding as a minimum* • *Some understanding of the importance of Health & Safety and Food Hygiene in the workplace* • *Knowledge or experience of programmes such as Attention Autism, The Curiosity Programme and Intensive Interaction.*	• *Food Handling certification* • *Paediatric or other First Aid certificate* • *Completion of other relevant courses* • *Completion of a recognised Level 3 Educational qualification, or be working towards completion* • *Further education, e.g. ND, HND or degree* • *Health & Safety certificate*

This post requires a DBS check as there may be periods of unsupervised access to children. An Enhanced DBS and satisfactory references would be obtained prior to commencement of employment.

This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change. The person in the post may also have to carry out other duties as may be necessary from time to time.

November 2024