

<b>Job title:</b>	Teaching Assistant/ 1:1 Teaching Assistant		
<b>School:</b>	Emmanuel Middle School	<b>Grade:</b>	Grade 5 (Scale 4 to 6)
<b>Reports to:</b>	SEN Co-ordinator (SENCO)		

### Main job purpose

Responsible for supervising the activities of pupils during the school teaching periods and the midday sessional break within the school, including both indoor and outdoor areas, ensuring a safe environment is maintained at all times.

To assist the Headteacher and teachers in the development and implementation of a programme of work and in the provision of a stable, caring and supportive learning environment, which enables pupils to achieve their full learning potential and facilitates their personal, social and moral development.

There may be a Special Needs input to work with pupils. Support is both on a 1:1 basis and in group, to pupils with disability, learning difficulty or behavioural problems. This may include pupils with a high learning ability ('gifted /talented').

### Main responsibilities and duties

#### Supporting the pupil(s):

1. Develop, maintain and apply knowledge and understanding of pupils' general and specific learning needs. To ensure that support is given to them at an appropriate level.
2. Supporting and directing literacy and numeracy tasks, clarifying and explaining instructions
3. Focus support in areas needing improvement, both academic and social.
4. Motivate and encourage pupils to concentrate on and fulfil the tasks set.
5. Seek to ensure the promotion and reinforcement of pupils' self esteem, appropriate levels of effort and behaviour and to guide pupils to become independent learners.
6. To provide support, care and supervision of pupils within the classroom, within the school and outside of the school.
7. To develop an understanding of and provide for pupils' specific personal needs to ensure a safe learning environment. This may include providing some direct personal care, support and assistance to the pupil in respect of toileting, eating, mobility and dispensing medication.
8. To undertake a key worker role when required.
9. To work with pupil groups, using a range of strategies to gain acceptance and inclusion of pupils with special educational needs.

**Supporting the school:**

1. To assist in the preparation for educational visits, and where appropriate accompany/supervise students undertaking off-site activities.
2. To attend and contribute to school staff meetings and in-service training within contracted hours or outside normal hours by agreement.
3. To contribute to the process of school self review.
4. To liaise with parents and other professional agencies in support of pupils' needs.
5. To assist in the supervision of Standard Assessment Tasks and tests / assessments as directed.
6. To supervise pupils using cloakrooms, showers and toilet facilities. Supervise pupils in playgrounds and when entering and leaving using school transport.
7. To adhere to and execute school policy and procedure where appropriate
8. Under the direction of the Head of School/SENCO and/or individual teaching staff, to assist in the development of Support plans (Support plans) for pupils with special educational needs and contribute to Support plans.
9. Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.

**Supporting the teacher:**

1. To assist in preparing and maintaining the learning environment to support teaching staff in the development of learning strategies.
2. To assist in the development, monitoring and evaluation of programmes of work
3. To upkeep data files, catalogue resources, maintain inventories, photocopy, record TV programmes and use I.T. systems for administration and educational purposes.
4. To contribute to systems for review and recording of pupils' progress, both academic and social.
5. To assist in the preparation, organisation and maintenance of classrooms and their equipment, including assistance with and creation of displays, make basic visual aids, art and craft materials, mount and display pupils' work.
6. To assist teachers in time-tabling of lessons and curriculum as required.
7. To assume sole supervision of groups of pupils for a limited time (eg: 2/ 3 hours per week). This may include whole classes for short periods in the absence of the teacher.

**Supporting the curriculum:**

1. To support the use of ICT in the classroom - Work with and support pupils to ensure they are able to use ICT and other specialist equipment to enhance their learning.

2. Undertake learning activities with pupils of varying abilities to ensure differentiation and access to the curriculum.
3. Contribute to the assessment of pupils' learning, in particular with regard to Literacy, Numeracy, Science and ICT skills.
4. Contribute to the implementation of the National and/or Foundation Curriculum and specific individual pupil targets and/or group targets.

### **Special Schools / Special Units (if applicable)**

In the context of Special Schools or for those Teaching Assistants working within special unit, Teaching Assistants will also be expected to:

1. To engage in ongoing CPD, specific to the needs of pupils (this may involve developing skills in dealing with severe, profound and multiple complex learning and associated behavioural difficulties)
2. Apply physical restraint where this is a regular feature of a child's intervention plan.

### **Knowledge & skills**

Prior experience of working with children in an educational setting is a requirement.

Please refer to the Person Specification for a full list.

An understanding of pupils' individual targets is desirable and, where appropriate the postholder may be required to develop a more specialised knowledge in specific curriculum areas. A willingness to attend courses as required to enhance the knowledge, understanding and skills to improve the level and quality of support given to pupils and teachers is essential.

Fluency in English is required for all student and public-facing roles, specifically in order to support the learning and wellbeing of pupils.

### **Supervision and management**

Typically there will be supervision available from the classroom teacher on a daily basis and regularly throughout the day. Additional support may be provided by the SENCO/PTA or Supervisory TA within the team. A classroom TA may be required to support the induction of classroom TAs.

### **Problem solving and creativity**

On a daily basis, within prescribed school guidelines and under the direction of the teacher, develop a range of strategies to engage individuals and groups of pupils, often with differing requirements, in the experience of learning and in their personal, social, health and moral education (eg. a reward system appropriate to an individual pupil).

Use a variety of interpersonal techniques to establish supportive relationships with pupils, parents and

carers. There will be occasional interruptions. Deadlines will relate and be appropriate to the timetable being followed.

Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher.

### **Key contacts and relationships**

Contact with all staff in school to pass and receive information, advice, guidance, suggestions and ideas.

Contact with parents / carers and other agency staff to provide support for pupils, such as giving feedback on pupil's particular needs.

### **Decision making**

Within the agreed school policies, guidelines and rules, decide on when and how to apply a range of strategies for the benefit of pupils in relation to their education activities behaviour and care. These decisions often need to be made immediately to deal with the situation presented.

### **Resources**

Books, stationery, writing equipment  
ICT and AV equipment

### **Working environment**

The range of areas, number of classrooms/halls etc will depend on the particular school.

Most of the working day is spent standing, with periods of crouching / bending to engage pupils in activities.

There may be an occasional need to physically lift pupils, such as for safety or care needs and occasional unpleasant conditions relating to pupils' personal hygiene needs.

A normal school environment, although the job holder may be involved in external school activities, such as swimming and educational visits.

### **Progression in Post**

CPD will be available as part of the role.

### **General and School Responsibilities**

- Be familiar with Safeguarding requirements in protecting the welfare of children, and young people. The Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

- Contribute to and support the overall aims and ethos of the Schools and the Trust
- Participate in training and other learning activities as required
- Participate in Performance Management and development as required by the Trust's policies and procedures
- Participate actively and flexibly in a range of school activities
- Be aware that all employees have a general duty in law to take reasonable care for the health and safety of themselves and of other persons who may be affected by their acts or omissions
- Understand and be committed to the Health and Safety Policy and the safety priorities and be aware of their contribution to such priorities
- Be aware of and comply with the health and safety legislation and other requirements that are relevant to the post
- Demonstrate commitment and enthusiasm to promote the principle of equality and diversity in employment and service deliver
- Be familiar with and promote the Equality and Diversity Policy

The principal responsibilities and tasks as set out above are not intended to be exhaustive. The need for flexibility, accountability and team working is required. The post-holder is expected to carry out any other related duties that are within the employee's skills and abilities, commensurate with the post's grade and whenever reasonably instructed.

The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This review will be carried out in consultation with the post-holder before any changes are implemented.

<b>Job description prepared by:</b>	T. Burton (Initio rebrand & template changes)
<b>Position:</b>	Trust Resources Officer
<b>Date:</b>	03/03/2023

Requirements	Essential	Desirable	Evidence
<b>Qualifications</b>	5 GCSEs including English and Maths (or equivalent experience/vocational qualification)	<ul style="list-style-type: none"> <li>• Level 2 TA qualification</li> <li>• Other relevant qualifications</li> </ul>	Application Form Interview References
<b>Knowledge and Experience</b>	Previous experience of working in with children in an educational setting	<ul style="list-style-type: none"> <li>• An understanding of pupils' individual achievement targets</li> <li>• Experience of children with SEND</li> </ul>	Application Form Interview References
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Strong communication and interpersonal skills</li> <li>• Fluency in English for all student and public-facing roles, specifically to support students' learning and wellbeing</li> </ul>		Application Form Interview References Language Qualifications Fluency in English evidenced by: <ul style="list-style-type: none"> <li>• competently answering interview questions in English;</li> <li>• possessing a relevant qualification for the role attained as part of education in the UK or fully taught in English by a recognised institution abroad</li> <li>• passing an English language competency test or possessing a relevant spoken English qualification at CEFR Level B1 or above, taught in English by a recognised institution abroad</li> </ul>

Requirements	Essential	Desirable	Evidence
<b>Qualities</b>	<ul style="list-style-type: none"> <li>• Discretion</li> <li>• Flexible and Adaptable</li> <li>• Patience</li> <li>• Firmness</li> <li>• Team worker</li> </ul>		Application Form Interview References
<b>Relationships</b>	<ul style="list-style-type: none"> <li>• Have positive and mutually supportive relationships with all colleagues</li> <li>• Ability to promote the school across the wider community</li> </ul>		Application Form References Interview
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• Good knowledge of relevant Safeguarding procedures</li> <li>• Commitment to adhere to the Trust's Safeguarding &amp; Child Protection Policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Good awareness of potential Safeguarding issues</li> </ul>	Application Form Interview References