

Brookland Junior School
Teaching Assistant Job Description

Each teaching assistant works with the Head Teacher, all staff and governors to develop and promote the school as a positive place of learning with high standards across all areas of school life, where all members of our community are valued and each child supported and challenged to be the best they can be.

Grade: Level 2

Reporting to: Senco

Main Purpose:

- To support the development and education of target named children with an Educational Health Care Plan and other pupils with additional needs, following strategies In the Brookland SEN offer and Brookland teaching toolkit
- To support the classroom teacher with their responsibility for the development and education for all pupils.
- To Commit as a reflective practitioner to their own ongoing professional development.
- To Promote and develop Brookland Junior School Values and Brookland Learning Skills throughout the school day, to ensure all our children belong and thrive.
- To assist in the development of pupils' learning, the provision of care and the management of pupils' behaviour under the direction of teaching staff/senior colleagues.
- Follow Brookland Staff Code of Conduct in all area including a positive professional and a respectful approach at all times

This role is temporary dependent on the continued funding for the children with EHCPs across the school

Support for pupil:

1. Provide the named children with the level and type of support which ensures access to learning, as specified by the teacher and in line with the EHCP support plan outcomes.
2. Support the emotional, social and physical development of the children as appropriate.
3. Assist the teacher in preparing modifications to tasks, resources and materials as directed.
4. Support progress through liaison with teacher, parents and outside professionals as required.
5. Provide personal care including feeding, lifting and changing if necessary.
6. Provide support with technology available to support learning.

Support for pupils:

1. Provide pupils with the level and type of support which ensures their access to learning, as specified by the teacher e.g. encouraging participation, promoting increased attention and staying on task, encouraging pupils to act independently adapting tasks or routines as appropriate.
2. Assist with the implementation and review of Support Plans as directed by the teacher.
3. Supervise and support pupils, ensuring their safety, promoting the inclusion and good citizenship.
4. Encourage and reinforce positive interactions between pupils, with particular reference to any behaviour targets set.
5. Establish positive relationships with pupils, acting as a role model and support the class teacher to address needs and targets.
6. Have an understanding of Special Educational Needs as defined in the SEN Code of Practice.
7. Be committed to developing expertise, skills and understanding of the TA role
8. Set challenging and demanding expectations and promote self-esteem and independence.

9. Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher including marking work for the group of children you support e.g. 'S' and 'I'.

Support for the teacher:

1. Assist in the day-to-day management of the learning environment e.g. preparing/clearing learning resources, reporting faulty/damaged items, assisting with mounting of work, backing of boards and displays.
2. Participate in pupil record keeping; such as annotating support plans, planning and reviewing interventions about individual pupils and their outcomes.
3. Provide relevant information to contribute to the planning and review of pupil support, profile of needs across the school, such as reports and referrals.
4. Be aware of pupil outcomes/progress/achievements and report to the teacher as agreed.
5. Assist in the positive management of pupil behaviour, following the school's behaviour policy and reporting difficulties as appropriate.
6. Provide feedback to the teacher about the learning activities and responses to them.
7. Support teaching staff with routine administration e.g. photocopying, filing, typing, collecting money and slips etc. if required.

Support for the curriculum:

1. Support pupils' learning as directed, in the context of fostering independence and self-esteem e.g. clarifying instructions and explanations, modelling use of language appropriate to the task, facilitating discussions and interactions, encouraging pupils to reflect on their work and understanding, by adapting the planned curriculum under direction of the class teacher
2. Support pupils in using basic technology as directed.
3. Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use.
4. Be able to undertake individual or small group intervention work independently.

Support for the school:

1. Be aware of, and comply with, policies and procedures relating to Child Protection, Safeguarding, health, safety and security; equalities and inclusion.
2. Maintain confidentiality according to legal and school requirements, including data protection; adhere to and maintain school policies, routines and codes of conduct.
3. Contribute to the aims, work and ethos of the school.
4. Participate in training and other learning activities and undertake performance development in accordance with school policy and procedures.
5. Understand and support the roles and responsibilities of others in the school.
6. Attend relevant meetings as required.
7. Assist with the supervision of pupils as required before/after school, at playtimes and at lunchtimes.
8. Accompany teaching staff and pupils on educational visits, trips and out of school activities as required.
9. Assist with the preparation and presentation of special events e.g. school concerts, plays, assemblies, parent/carer evenings etc.
10. The job description is not exhaustive and may change as the post or the needs of the school develop.
11. Be available for work 195 days per year (pro-rata if not working a full week) including attendance at in-service training and inset days and occasional after school training.

Brookland Junior School
Teaching Assistant Personal Specification

Knowledge, training and experience:

- Educated to GCSE A-C or at least grade 4 in English and Maths or equivalent
- Likely to have experience of working or volunteering as level 1 Teaching assistant or similar role
- Working at National Occupational Standards (NOS) in Supporting Teaching & Learning – level 2
- NVQ 2 in Supporting Teaching in learning and may be working towards NVQ 3
- Understanding of the National Curriculum and relevant school policies
- Competent IT skills
- Knowledge of how to implement Individual Education, Health and Care Plans and/or Support Plans
- Knowledge of relevant policies and procedures such as; Child Protection, Healthy and Safety, Managing Behaviour and Positive Handling
- Awareness of physiotherapy, occupational therapy, speech and language therapy and the ability to deliver any special interventions that are required
- May undertake training such as; first aid training, training, ADHD, Autism, Epilepsy, use of Epi-pens, allergies, fire safety training, positive handling.
- Strong attendance and punctuality record

Planning, organising and controlling skills:

1. Work under the supervision of a teacher within the learning environment with teacher present but sometimes outside of the classroom.
2. Carry out a range of duties that are specific in nature, for example preparing the classroom or resources for an activity, recording in pupils books, displaying work.
3. Implement learning activities and teaching programmes as agreed with the class teacher, adjusting activities according to pupils' responses as appropriate.
4. Participate in planning and evaluating learning activities with the teacher, providing feedback to the teacher on pupils' academic social and emotional progress.
5. May assist with the training of new or less experienced staff
6. Provide support on external school trips (which could include residential) using knowledge of increased risk and health and safety issues which may require the carrying out of basic medical procedures and/or administering of basic first aid/medications for which training will have been provided and for which parental/carer permission has been granted.

Communicating and influencing skills:

1. Provide routine information to colleagues, parents/carers within defined guidelines
2. Use language and concepts appropriate to the child's age, stage of development, and context
3. Build and maintain effective working relationships with parents/carers, colleagues and other professionals to ensure the appropriate support is provided
4. May demonstrate own duties to new staff

Initiative and Innovation skills:

1. Under the direction of the teacher, work with individual or small groups of pupils by supervising and encouraging their participation in tasks and activities generally within learning environment with teacher present or on the playground.
2. Work within and comply with a range of school policies and procedures, including safeguarding, child protection, health, safety and security, equal opportunities, behaviour, confidentiality and data protection
3. Use initiative and make decisions to:
 - Attend to pupils' personal, social and welfare needs, as appropriate
 - Assist in the development of Education, Health and Care Plans and other support plans for pupils
 - Provide the teacher with feedback on pupil progress, achievements and problems and provide feedback to pupils in relation to attainment and progress
 - Support the teacher in managing pupil behaviour
 - Carry out structured and agreed learning activities and teaching programmes, amending approach according to pupil progress
 - Carry out programmes linked to local and national learning initiatives, recording achievement and progress and feeding back to the teacher
 - Assist with the supervision of pupils outside of lesson times, such as at lunchtime and playtime
 - Assist with organising and supporting school medical visits, educational visits and special events