

<b>Grade</b>	Grade 3 SCP 4-6 pro rata (term time)
<b>Reports to</b>	Class Teacher, INCO, SLT/Headteacher
<b>Liaison with</b>	SLT, Teaching staff, support staff, pupils, parents
<b>Job Purpose</b>	To work in partnership with class teachers to support <b>children with SEND and to support pupil's</b> learning in line with the national curriculum, codes of practice and School policies and procedures.
<b>Accountabilities</b>	<p>Working with individuals <b>with SEND</b> or small groups of children under the direction of teaching staff.</p> <p>Implement planned learning activities/teaching programmes as agreed with the teacher adjusting activities according to pupils' responses as appropriate.</p>
<b>Duties</b>	<ul style="list-style-type: none"> <li>• Establish positive relationships with pupils.</li> <li>• Support pupils with activities which support literacy and numeracy skills.</li> <li>• Support the use of ICT in the classroom and develop pupils' competence and independence in its use.</li> <li>• Promote positive pupil behaviour in line with school policies and <del>help keep pupils on task.</del> <b>support pupils to engage with learning.</b></li> <li>• Interact with, and support pupils, according to individual needs and skills.</li> <li>• Promote the inclusion and acceptance of children with SEND within the classroom ensuring access to lessons and their content through appropriate clarification, explanation and resources.</li> <li>• <b>Support the regulation and engagement of pupils, with regards to their social, emotional and mental wellbeing, particularly for pupils with SEND and for pupils who have been identified as part of a vulnerable group.</b></li> <li>• Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress and behaviour.</li> <li>• Monitor and record pupil activities as appropriate, maintaining records &amp; reports as required.</li> <li>• Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher.</li> <li>• To support learning by arranging/providing resources for lessons/activities under the direction of the teacher.</li> <li>• To attend to pupils' personal needs including help with social, welfare and health matters, including minor first aid.</li> <li>• To assist with the preparation, maintenance and control of stocks of materials and resources.</li> <li>• Assist with the development and implementation of individualised programs, e.g. Education &amp; Health Care Plan (EHCP.)</li> <li>• Liaise with other staff and provide information about pupils as appropriate.</li> <li>• To assist with the display and presentation of pupils' work.</li> <li>• To supervise <b>larger groups and classes of pupils</b> for limited and specified periods including break-times and lunchtime when the post-holder should facilitate games and activities.</li> <li>• To assist with escorting pupils on educational visits <b>under the direction of the teacher.</b></li> </ul>

<b>General</b>	<ul style="list-style-type: none"> <li>• To understand and apply School policies in relation to safeguarding, health, safety &amp; welfare</li> <li>• Attend relevant training <b>as organised by the school</b> and take responsibility for own development.</li> <li>• Attend relevant School meetings as required.</li> <li>• To respect confidentiality at all times, including appropriate professional behaviour online.</li> <li>• To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.</li> <li>• To comply with individual responsibilities, in accordance with the role, for health &amp; safety and Safeguarding in the workplace.</li> <li>• Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy.</li> <li>• The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.</li> </ul> <p>The duties above are neither exclusive nor exhaustive and the post-holder may be required by the Head teacher to carry out appropriate duties within the context of the job, skills and grade.</p>	

**(E- Essential D- Desirable)**

<b>General heading</b>	<b>Detail</b>	<b>Examples</b>
<b>Qualifications &amp; Experience</b>		
Specific qualifications & experience	<b>E</b>	Successful experience working with children in a school environment
	<b>D</b>	Educated to NVQ Level 2 in learning support/early years, NNEB or equivalent qualification/experience Experience working within a school environment
Knowledge of relevant policies and procedures	<b>D</b>	Basic knowledge of First Aid and understanding of the school policies & procedures/Paediatric First Aid qualified
Literacy	<b>E</b>	Good reading and writing skills (National qualification Grade C or equivalent)
Numeracy	<b>E</b>	Good numeracy skills (National qualification Grade C or equivalent)
Technology	<b>D</b>	Knowledge of basic ICT to support learning
<b>Communication</b>		
Written	<b>D</b>	Ability to read, write & understand basic reports

# Job Description and Person Specification: **Teaching Assistant**



Verbal	<b>E</b>	Ability to communicate information clearly and coherently; ability to listen effectively
Languages	<b>E</b>	Overcome communication barriers with children and adults
Negotiating	<b>D</b>	Consult with children and their families and carers and other adults
<b>Working with children</b>		
Behaviour Management	<b>E</b>	Understand and implement the school's behaviour management & anti-bullying policy
SEND	<b>E</b>	Ability to understand and support children with developmental difficulty or disability
Curriculum	<b>D</b>	Good understanding of the school/national curriculum including expectations of English & Maths
Child Development	<b>E</b>	Good understanding of the general aspect of child development & Early Years Ability to assess progress and performance
Health & Wellbeing	<b>E</b>	Understand and support the importance of physical and emotional wellbeing
<b>Working with others</b>		
Working with partners	<b>E</b>	Understand the role of others working in and with the school Understand and value the role of parents and carers in supporting children
Relationships	<b>E</b>	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults
Team work	<b>E</b>	Ability to work effectively and positively with a range of adults