



Job description

TEACHING ASSISTANT WITHIN THE BEARBROOK UNIT ('THE BEARBROOK DEN') FOR CHILDREN WITH COMMUNICATION & INTERACTION DIFFICULTIES

Job details

Job title: Teaching Assistant – Full time

Contract type: Permanent

Reporting to: Associate Assistant Headteacher, Teacher and HLTA

Responsible for: Pupils within the unit

Main purpose

The teaching assistant, under the direction of teachers and higher level teaching assistant (HLTA), will:

- Work alongside the class teachers and HLTA to support the academic and emotional achievement of all pupils within the Unit.
- Prepare resources and run programmes of therapy and support interventions to meet the needs of pupils.
- Support the class teacher and HLTA in implementing support plans for individual pupils
- Assist the teacher with preparing equipment / photocopying / displays
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- Liaise closely with staff, parents and other agencies to enable the children to access the provision required to meet their individual needs.
- Carry out programmes of therapy support and intervention.

Areas of Responsibility and Key Tasks

General	<ul style="list-style-type: none"> • Ensure that all pupils in school are provided with a happy and safe environment through thorough safeguarding approaches • Promote the welfare of children and be familiar with the latest KCSIE guidance. • Report any safeguarding concerns or incidents through CPOMs. • Provide particular support for pupils with special needs, ensuring their safety and access to learning activities
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	<ul style="list-style-type: none"> • Assist with the development and implementation of SEND Support Plans/Behaviour Plans and Personal Care Programmes (attending to personal hygiene needs and administering medicines) • Carry out clinical procedures following training and competency, signed off by registered nurse, through mutual agreement • To use specialised equipment, where necessary, to enable changing of continence wear and attending to the pupil's personal hygiene requirements • Establish constructive relationships with pupils and interact with them according to individual needs • Promote the inclusion and acceptance of all pupils • Work alongside the class teacher or associate assistant headteacher to deliver learning to support the academic achievement of all pupils • Provide feedback to pupils and the class teacher • Take a lead role alongside the class teacher in implementing support plans for individual pupils • Assist the teacher with preparing equipment / photocopying / displays
<p>Teaching Assistant Role</p>	<p>Planning, Teaching and Class Management:</p> <ul style="list-style-type: none"> • To discuss and contribute to the teacher's programme/plan for the lesson/day/week/term. • To help adapt differentiated materials to enable children to access the curriculum. • To assist with the general management and organisation of children and resources/equipment which relate to the support of children. • To assist with the planning, organising and supervising of educational visits and outings. • Set appropriate expectations. • Support lessons so that pace, motivation and challenge are maintained; • Monitor and intervene to ensure sound learning and positive behaviour management <p>Classroom Preparation:</p> <ul style="list-style-type: none"> • Under the direction of the class teacher, to prepare classroom and associated areas for use including preparing materials, and setting out equipment, apparatus etc, as well as maintain a tidy learning environment. • To make up and maintain work/topic cards/sheets/books and other teaching aids. Prepare work and notices for display purposes. • Assist with/arrange displays and interest tables. <p>Working with Children:</p> <ul style="list-style-type: none"> • To work with and support individuals or groups of children on specific activities. • To develop an understanding of the specific needs of children to be supported. • To have an awareness of vulnerable groups of children including those pupils eligible for pupil premium funding. • To aid children to learn as effectively as possible in both group situations and individually. • To aid children in developing independent leaning skills. • To guide and assist the development of children's social behaviour, attitudes, self-esteem and skills. • To assist the class teacher and SENDCo to develop suitable programmes of support and then carry out the support, within the classroom or in a withdrawal situation. • To participate in the evaluation of support programmes with the class teacher and SENDCo • To assist with the supervision of children - within classroom settings, during school assembly, at play/meal times, on outings and educational visits. • To help children constructively to participate in activities by adapting and/or interpreting lessons and instructions accordingly.

	<p>Monitoring, Assessment, Recording, Reporting to:</p> <ul style="list-style-type: none"> • Assess and communicate with the class teacher how well intended learning has been achieved with individuals or small groups • To provide feedback about children’s difficulties and progress to the class teacher, SENDCo as well as other professionals or parents. • To foster links between home and school as appropriate <p>Technology Requirements:</p> <ul style="list-style-type: none"> • Be a confident and effective user of technology in the classroom.
<p>Other Professional Requirements</p>	<ul style="list-style-type: none"> • Have a thorough working knowledge of professional duties and legal liabilities; • Operate at all times within the stated policies and practices of the school and Unit; • Establish effective working relationships and set a good example through their presentation and personal and professional conduct; • Endeavour to give every child the opportunity to reach their potential and meet high expectations; • Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school/ Unit; • Take responsibility for their own professional development and duties in relation to school policies and practices and continuing professional development relevant to the SEND role. • Liaise effectively with parents, staff, and governors. • Take on any additional responsibilities which might from time to time be determined. • Work in close collaboration with the Senior Leadership Team, SENDCOs and whole staff to contribute to the development of autism-inclusive practice throughout the school and contribute to staff training to facilitate the inclusion of pupils with ASC in social and academic activities.

Notes:

This job description may be amended at any time in consultation with the postholder.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Teaching Assistant will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by senior leaders.

Person specification

Expertise	Essential	Desirable
Qualifications	Good English/Maths Skills (minimum 5 Grade A-C e including English and Maths)	<p>In addition, Teaching Assistants might have:</p> <p>National Vocational Qualifications in Supporting Teaching and Learning</p> <p>Certified training in ASD, ADHD, EAL or dyslexia</p> <p>Managing medicines training</p> <p>Team Teach or equivalent training</p>
Experience	<p>Classroom experience</p> <p>Experience of working in school</p> <p>Experience of working with children who have specific special / EAL needs</p> <p>Knowledge of relevant policies and procedures</p>	<p>Experience of working with children with additional learning needs particularly those who have ASD and/or specific speech, language and communication difficulties</p> <p>Experience of delivering specific intervention programmes</p> <p>Experience or expertise in using assistive technology to support pupils with SEN (e.g. Widget etc.)</p>
Knowledge & Understanding	<p>An understanding of child development and how to effectively meet the needs of individual pupils</p> <p>Understanding of KCSIE and safeguarding pupils</p> <p>An understanding and empathy towards children with ASD and wider SEN needs</p> <p>Relevant policies, codes of practice and legislation including safeguarding</p> <p>Genuine commitment to Equal opportunities</p>	<p>Experience and understanding of pupils with SEND</p> <p>Understanding of safeguarding in a specialist setting</p> <p>Understanding of school SEND policy and how this is reflected in classroom practice</p> <p>Understanding of First Aid procedures</p>
Skills	<p>Ability to support with the planning and delivery of interventions to meet pupil needs and adjust and evaluate as appropriate</p> <p>Ability to monitor and evaluate pupil responses to learning activities, including marking pupil's work and recording achievements and progress</p> <p>Ability to apply a range of behaviour management strategies which contribute to a purposeful learning environment</p>	<p>Ability to work collaboratively with colleagues, providing specialist guidance and support as required</p> <p>Experience of working with collaborative partnerships</p> <p>Ability to make a positive contribution to the wider life and ethos of the school</p>

	<p>Capacity to encourage children's participation in the life of the school through enhancing their confidence and self-esteem</p> <p>Good verbal written and communication skills and ability to relate well to children and adults</p> <p>Ability to work well as part of a team</p>	
Personal characteristics	<p>Working constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.</p> <p>Ability to follow directions and take own initiative.</p> <p>Flexible, adaptable, and supportive</p> <p>An 'inclusive for all' attitude which permeates through actions and behaviours.</p> <p>High expectations for all children regardless of background, ability or race, religion or beliefs.</p> <p>Calm, caring and patient approach.</p> <p>A commitment to safeguarding and promoting the welfare of children and young people.</p> <p>Willingness to learn.</p>	

Statement of Equality

The Great Learners Trust is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills. Applications are invited from all members of the community. We do not discriminate against staff on the basis of age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief (Equality Act 2010 protected characteristics). The principles of non-discrimination and equality of opportunity also apply to the way in which staff and Governors treat visitors, volunteers, contractors and former staff members.

Safeguarding

Bearbrook Combined School and The Great Learners Trust are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

Headteacher/line manager's signature:

Date:

Postholder's signature:

Date: