



JOB PROFILE

SCHOOL: BLUEBELL PRIMARY SCHOOL

TITLE: Teaching Assistant - SRB

GRADE: Scale E

HOURS: 32.5 hours 8:30-3:30, with 30 minutes lunch break.

PURPOSE AND SCOPE

To work under the guidance of a qualified teacher to provide support in addressing the needs of pupils who need particular help to overcome barriers to learning. In addition, to supervise groups, work 1:1 and occasionally look after the group of ten SRB pupils with others in the TA team, in the absence of the teacher, or when the teacher is working with individual pupils.

ORGANISATIONAL RELATIONSHIPS

- Responsible to the Headteacher but works to and with a qualified teacher on a day to day basis.
- Liaise with teachers, other support staff, health and education specialists, parents, visitors and volunteers and appreciate/support their roles.
- Should have regard to the standards, regulations and policies published by the DfES and the Yare Education Trust in carrying out their responsibilities.

PRINCIPAL ACCOUNTABILITIES or ACTIVITIES

Support for pupils

- Provide support for pupils to access their learning, providing feedback on progress and attainment.
- Participate in comprehensive assessment of pupils and assist the teacher with the development and implementation of Individual Plans (education, behaviour, support or mentoring)

- Develop professional relationships with children, getting to know their unique needs and triggers.
- Provide social and emotional support through discussions and interventions.
- Attend to pupils' personal needs.
- Mentor and support pupils demonstrating challenging behaviour choices.
- Provide information and advice to enable pupils to make choices about their own learning / behaviour / attendance and as appropriate challenge, motivate and promote self-esteem.
- Under agreed school procedures, give first aid/medicine or assist with programmes of special care such as physiotherapy, or speech therapy, under the direction of the appropriate specialist.
- Promote inclusion and acceptance of pupils while encouraging constructive relationships within the classroom and with parents
- Plan, specialise and deliver interventions specific to pupils EHCPs.
- Follow the behaviour plan for a child, whilst also having the knowledge and skill to make dynamic risk assessments.

Support for Teachers

- Assist with the planning of learning activities, lead groups, interventions and support children on a 1-1 basis in the SRB or mainstream class.
- Make resources that are ASD friendly
- Support pupils' access to learning using appropriate strategies and resources and work with other staff in planning and adjusting learning activities as appropriate.
- Work within both Willow and mainstream classes.
- Communicate between Willow and mainstream classes.
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.

- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Monitor and evaluate pupils' responses and progress against action plans through observation and rewarding.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed and provide detailed and regular feedback to teachers on pupils' achievement, progress, problems, etc.
- Provide feedback and reports to other staff on pupils' achievement, progress and other matters ensuring the availability of appropriate evidence. Be responsible for keeping and updating records and contribute to reviews of systems/records as requested.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their behaviour.
- Deal constructively with parents / carers by exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- Assist in the development, implementation and monitoring of systems relating to attendance and integration.
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work and provide clerical/admin support, eg. photocopying, typing.
- Complete Norfolk Steps training to enable the safe handling of children when necessary.
- Contribute to risk assessments and behaviour plans.
- Supervise lunch time and support SRB pupils in their social interactions, modelling how to play.

Support for the Curriculum

- Have a knowledge of the KS2 curriculum so that children can be supported within classes in Years 3 -6.

- Within mainstream, scaffold and adapt the teacher's planning and lessons for the individual pupil.
 - Implement agreed learning activities and teaching programmes, adjusting as necessary according to pupils' needs.
 - Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use, including supporting the use of ICT.
 - Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Establish constructive relationships and communicate with other agencies / professionals in liaison with the teacher, to support achievement and progress of pupils
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Attend and participate in relevant meetings as required and participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Supervise pupils on visits, trips and out of school activities as required.
- Participate in SRB training delivered by CEPP, especially around supporting neuro-diverse pupils with their learning.
- Support the development of new members of the team.
- To undertake other activities within the grade and scope of the post as directed by the Head Teacher.

2. PERSONNEL SPECIFICATION

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| Experience of: | <ul style="list-style-type: none"> ● Working with pupils of relevant age ● Working with children with Autistic Spectrum Disorder. |
| Qualifications/ Training | <p>Very good numeracy/literacy skills</p> <p>NVQ 3 or equivalent in teaching assistant or equivalent</p> <p>First Aid training/training in specific medical procedures</p> <p>Trained in Norfolk Steps</p> <p>Training relevant to working with children with Autistic Spectrum Disorder.</p> |
| Knowledge/Skills | <p>Effective use of ICT to support learning;</p> <p>Full working knowledge of relevant policies/codes of practice and awareness of legislation;</p> <p>Working knowledge of the National Curriculum;</p> <p>Understanding of principles of child development and learning processes and in particular, barriers to learning.</p> <p>Ability to plan effective actions for pupils at risk of underachieving.</p> <p>Ability to self-evaluate learning needs and actively seek learning opportunities;</p> <p>Ability to relate well to children and adults;</p> <p>Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.</p> |

The school acknowledges the entitlement of all staff to continuing professional development.