

THE PARTNERSHIP TRUST	
JOB DESCRIPTION & PERSON SPECIFICATION	
POST TITLE: TEACHING ASSISTANT: SUPPORTING & DELIVERING LEARNING – LEVEL 3 (SPECIAL SCHOOL)	GRADE: BANES Grade 4
RESPONSIBLE TO: CLASS TEACHER / HEADTEACHER	
DISCLOSURE LEVEL: ENHANCED	
EMPLOYEE:	
DATE:	

1. JOB PURPOSE

To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. Staff may also supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain a positive learning environment and to support pupils with tasks, managing their emotions and respond to questions and generally assist within the class team.

2. MAIN DUTIES AND RESPONSIBILITIES

Support for Pupils

1. Attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, and first aid and welfare matters, as appropriate.
2. Supervise and support pupils' ensuring their safety and access to learning.
3. Use specialist (curricular/learning) skills/training/experience to support pupils.
4. Assist with the development and implementation of Individual Education/Behaviour Plans and personal care programmes.
5. Establish constructive working relationships with pupils, acting as a role model and setting high expectations.
6. Promote the inclusion and acceptance of all pupils.
7. Support pupils consistently whilst recognising and responding to their individual needs.
8. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
9. Set challenging and demanding expectations and promote self-esteem and independence.
10. Employ strategies to recognise and reward achievement of self-reliance.
11. Provide feedback to pupils in relation to progress and achievement.

Support for Teacher

12. Work with the teacher to establish an appropriate learning environment.
13. Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate.
14. Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
15. Deliver learning activities to pupils within agreed system of supervision from the teacher or the therapy team, adjusting activities according to pupil responses/needs.

16. Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
17. Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested.
18. Undertake marking of pupils' work and accurately record achievement/progress.
19. Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
20. Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed.
21. Administer and assess routine tests and invigilate exams/tests.
22. Provide general clerical/administration support e.g. administer coursework; produce worksheets for agreed activities etc.

Support for the Curriculum

23. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
24. Implement local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills and feeding back to the teacher, as appropriate.
25. Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
26. Help pupils to access learning activities through specialist support.
27. Determine the need for, prepare and maintain general and specialist equipment and resources.

Support for the School

28. 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.
29. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
30. Contribute to the overall ethos/work/aims of the school.
31. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
32. Attend and participate in regular meetings, as required.
33. Participate in training and other learning activities and performance development, as required.
34. Timely reporting and logging of behaviour incidents.
35. Deliver out of school learning activities within guidelines established by the school.
36. Recognise own strengths and areas of expertise and use these to advise and support others.
37. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
38. Undertake planned supervision of pupils' out of normal lesson times, including lunchtimes, as appropriate.
39. Supervise pupils on visits, trips and out of school activities, as appropriate.
40. Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.
41. To undertake other relevant duties allocated at the discretion of the classroom teacher, Headteacher or other designated supervisor.

3. OTHER

The post holder should understand this is a very active role. The post holder will be expected to undertake bending, stretching and lifting in the course of their duties e.g. preparing the classroom, displaying pupils work, assist pupils during lesson times, engaging in activities led by the teacher. There may be an increased level of physical effort required for children with personal or specialist needs. There may also be the requirement to support / aid children in the swimming pool.

During occasional periods of supervision, there will be an expectation that the postholder will be exposed to heat and cold which on occasions, for example adverse weather conditions, may be higher than normal.

4. GENERAL

The post holder will be expected to undertake any appropriate training provided by the School to assist them in carrying out any of the above duties.

The post holder will be expected to contribute to the protection of children as appropriate, in accordance with any agreed policies and/or guidelines, reporting any issues or concerns to their immediate line manager.

The post holder will be required to promote, monitor and maintain health, safety and security in the work place. To include ensuring that the requirements of the Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to.

The postholder will be under the Line Management of a teacher and is answerable to the Headteacher in respect of reasonable regulations are adhered to.

The postholder will follow the Code of Conduct.

This job description only contains the main accountabilities relating to the posts and does not describe in detail all of the duties required to carry them out.

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced Disclosure and Barring Service (DBS) Certificate is required for this post prior to commencement.

PERSON SPECIFICATION

	Essential	Desirable
Qualifications & Training	<ul style="list-style-type: none"> • Either a minimum of 5 GCSEs grades 9 to 4 (grade A* - C), including English Language and Mathematics or equivalent • And / Or Level 3 Certificate in Supporting Teaching & Learning in Schools • And / Or A minimum of 2 years recent, relevant experience , which demonstrates the postholder, has applied a wide range of strategies supporting children and successful experience of delivering education programmes over a longer period, e.g. 6 – 8 weeks, with minimum supervision only 	<ul style="list-style-type: none"> • A relevant, recognised qualification such as: <ul style="list-style-type: none"> - Level 3 Diploma in Child Care and Education (previously known as the NNEB Diploma in Nursery Nursing) - NVQ Level 3 Childcare in Education - City and Guilds Advanced Certificate in Learning Support - A relevant professional qualification e.g. Teaching, Social Work or Nursing would be treated as equivalent for these purposes • Specific training in supporting children’s social, emotional & mental health • Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE (Council for Awards in Children’s Care and Education) etc • First Aid training • Clean driving licence
Experience	<ul style="list-style-type: none"> • Experience of working with or caring for children / young adults of a relevant age in either a paid, voluntary or domestic environment and able to show an interest in children’s development and in a wide range of issues concerning their education and welfare • Be able to demonstrate experience of using a number of learning strategies whilst working with a range of children with complex needs and take responsibility for delivery of an educational programme with minimum supervision only 	<ul style="list-style-type: none"> • Experience of working with young people with complex needs. • Experience of working within an educational setting • Experience of delivering education programmes over a longer period, e.g. 6 – 8 weeks, with minimum supervision only
Skills & Knowledge	<ul style="list-style-type: none"> • Good literacy and numeracy skills • Good organisational skills • Ability to develop and sustain good relationships with children, staff and parents • Skills and expertise in understanding the needs of pupils • Excellent verbal communication skills • Active listening skills • Knowledge of guidance and requirements around safeguarding children • Good ICT skills • Ability to work as part of a team, understanding classroom roles and responsibilities and your own position within these 	<ul style="list-style-type: none"> • Knowledge of a range of communication strategies • Knowledge of a range of Special Needs. Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English etc. • Ability to effectively use a range of technology to support learning • Ability to self-evaluate development needs and actively seek learning opportunities • The ability to plan and implement effective actions for pupils at risk of underachieving

		<p>(under the guidance of teaching/senior staff and within an agreed system of supervision)</p> <ul style="list-style-type: none"> • Understanding of principles of child development and learning processes and in particular, barriers to learning • Experience of working with children/adults with physical needs • Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies/codes of practice • An ability to work restoratively
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • Commitment to safeguarding pupils' wellbeing and equality • Resilient, positive, forward looking and enthusiastic about making a difference • Patience • Enjoyment of working with children • Sensitivity and understanding, to help build good relationships with pupils • A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school • Capacity to inspire, motivate and challenge pupils • Commitment to maintaining confidentiality at all times • Willing to work in partnership with colleagues, parents and Governors 	<ul style="list-style-type: none"> • Ability to take the initiative • To work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these • Willing to drive minibus