



JOB TITLE: Teaching Assistant

RESPONSIBLE TO: Headteacher

Accountable to: HLTA

Pay: NJC Pt. 15-20

STATEMENT OF PURPOSE:

To work with the class teacher to support pupils' effective independent learning and progress in accordance with the ASD Model of education.

To prepare resources and the classroom for planned activities.

To provide support for all pupils' learning and care needs (intimate care when appropriate) and having due regard to the health, safety and wellbeing of pupils and colleagues.

KEY RESPONSIBILITIES

Learning and development activities:

- To provide support for learning activities across all areas of the national curriculum and to provide feedback to the teacher on pupil progress with objectives and tasks
- To assist with the timely preparation of resources, activities and the teaching environment ensuring pupil safety. This may include preparing materials to meet individual pupil needs
- To clear up after activities ensuring displays are kept safe and tidy
- To assist in the development of Individual Education Plans using the ASD Model and to help pupils advance towards their targets and to provide feedback on progress
- To support pupils to review their own learning wherever possible
- To assist in implementing and reviewing agreed programmes of work and highlight any concerns to the classroom teacher

Behaviour, therapy and play:

- To implement agreed behaviour management strategies to promote positive behaviour
- To support therapists and pupils before, during and following therapy sessions and to assist with therapies as required
- To provide opportunities for pupils to experience a variety of play environments that stimulate them and provide opportunities for risk, challenge and personal growth
- To support pupils to participate as inclusively as possible in all activities
- To help pupils manage their own feelings and relationships with others

Care and safety:

- To provide support to pupils' general welfare, including emergency First Aid, feeding, toileting and changing their clothes as instructed to ensure they are clean, tidy and comfortable
- To be familiar with pupils' care plans and provide care, encouragement and maintain dignity
- To assist with monitoring of physical wellbeing including pupils' eating habits to support the development of pupils' independence.
- To support pupils' emotional wellbeing, self-reliance self-esteem and resilience
- To assist in intimate care as required
- To assist in the administration of medication to pupils as required and in accordance with their Care Plan and legal guidelines
- To organise and supervise offsite activities and maintain health and safety of pupils when outside the school setting
- To assist in the supervision of pupils during break and lunchtimes and in the use of school transport

Communication:

- To provide support to communication and interaction needs including facilitating communication for pupils who use augmentative or alternative means of communication
- To support pupils and their families for whom English is an additional language (EAL)
- To establish and maintain effective communication with parents, carers and families about the care and education of their children through communication books review meetings and phone calls

Team working:

- Assist in the assessment, monitoring and recording of pupil progress and behaviour and the maintenance of record keeping systems
- To provide occasional supervision of a group or class for time limited activities or in an emergency
- To provide cover for colleagues including in unfamiliar classes
- To work flexibly as part of the classroom team and to take part in the support and induction of new staff as well as the annual performance management scheme

Please note:

This work requires emotional and physical resilience.

It involves supporting students in participation in all areas of learning, including academic studies, therapeutic specialist support, one off projects, life skills development and community-based activities.

The work does involve sitting at low tables or on the floor and may involve lifting or restraint of pupils; there is training available.

The work is in a busy and, at times, noisy environment, with intensive interactions with students with communication and interaction difficulties

Working with Special Educational Needs pupils requires a particular understanding and appreciation of the individual needs, such as physical limitations, learning, emotional, behavioural and language difficulties or problems with organisation.

The behaviour of such children is often extremely challenging and is therefore emotionally and physically demanding. In some cases the nature of the pupils' special need may result in staff being verbally or physically assaulted.

The above list of job duties is not exclusive or exhaustive and the post holder will be required to undertake such tasks as may reasonably be expected within the scope and grading of the post.

PERSON SPECIFICATION

Key Criteria	Essential	Desirable
Qualifications and training	<p>Good levels of literacy/numeracy, level 2 or equivalent in maths and English</p> <p>Awareness of health, safety and wellbeing requirements in a school environment</p>	<p>Health and social care or childcare qualification</p> <p>Manual handling training or qualification</p>
Skills and experience	<p>An understanding of the educational objectives of the school</p> <p>An understanding of how children learn</p> <p>Ability to support learning across all areas of the curriculum</p> <p>Ability to lead and direct the work of others</p> <p>Experience of working in a challenging environment</p> <p>Excellent planning and organisation skills</p> <p>Experience of accurate record keeping</p> <p>Excellent communication skills including ability to communicate sympathetically with children and parents</p> <p>Ability to support emotional wellbeing, self-reliance, self-esteem and resilience in others</p>	<p>Experience of working within a health and social care setting (paid or voluntary)</p> <p>Experience of a SEN learning environment</p> <p>An understanding of care plans and their use</p> <p>Experience of group/class supervision</p> <p>Experience of monitoring and recording individual progress</p> <p>Alternative communication skills</p>

Core Competencies	<p>Pupil Led</p> <p>Passionate about supporting young people with a disability in a dignified and person centred way</p> <p>Committed to a proactive approach to meeting the needs of pupils</p> <p>Is approachable and helpful</p> <p>Acts with honesty, integrity and discretion</p> <p>Is concerned with the health, safety and wellbeing of others</p> <p>Results Orientation</p> <p>Displays drive and energy and enthusiasm to enable progress and achieve results</p> <p>Works systematically and plans effectively</p> <p>Delivers on objectives</p> <p>Committed to continuous professional development</p> <p>Working Together</p> <p>Contributes to effective teamwork</p> <p>Understands and supports others</p> <p>Values people equally and encourages inclusive participation</p> <p>Willing to work in line with all ALS policies and procedures and attend all supervisions</p> <p>Adaptability</p>	
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	<p>Aligns behaviour to the needs / priorities / goals of pupils and the school as a whole</p> <p>Deals and copes with change</p> <p>Works well in a challenging environment</p> <p>Copes with ambiguity</p> <p>Remains calm and professional at all times</p> <p>Is self-aware and able to undertake self-evaluation</p> <p>Able to attend class from 8.30am to 4pm daily during term time and undertake occasional out of hours activities as required.</p>	
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