



Chapel Street Community Primary School

Job Description

Special/Additional Needs- Teaching Assistant – Level 1, Grade 3

The post holder will report to the Assistant Headteacher for Inclusion and the SENCO. Apart from other colleagues in the school, the main contacts of the job are: Deputy Head Teacher, SENCO, TA Manager, teaching staff, other support staff and pupils.

Main Purpose of the Job:

To support access to learning and provide general support for the school in the management of pupils and resources, as directed by senior staff.

Main Duties

Support for pupils

1. To work on an individual basis or with small groups of children with SEND needs under the supervision of the teacher including the implementation of EHC objectives
2. To adapt or personalise the curriculum in order for children with SEND to be able to access learning
3. To use a variety of strategies to support children's SEND needs which may include communication/language and social, emotional, mental health needs
4. Give regular feedback on children's progress to the class teacher and file records
5. Attend to children's personal needs, including pastoral, social, health, physical hygiene, minor first aid and welfare matters. This may also include intimate care needs
6. Establish good relationships with pupils, taking on role model by presenting a positive personal image and responding appropriately to individual needs
7. Promote the inclusion and acceptance of all pupils
8. To assist with the dispensing of medication in exceptional circumstances with appropriate training and under the supervision of medical staff where necessary.
9. To carry out escort duties as appropriate whenever required.
10. To pupils in the swimming pool (where applicable), lift, dress, and provide support to the pupils with the activities in the pool.

11. To support pupils on integration placement in mainstream schools or colleges, work experience placements and transition visits.
12. Encourage pupils to act as independently as appropriate.
13. Create a stimulating, nurturing environment for our children within which they feel safe, happy and secure;
14. Supervise children in the playground during lunchtimes and breaks

Support for Teachers

15. To assist the teacher to ensure a safe classroom and outdoor environment, checking materials and personal equipment for defects and implement risk assessments carried out by the teacher according to school guidelines. This will include cleaning equipment used by pupils and ensuring its accessibility.
16. To work closely under the guidance of the teacher as required, with therapists, medical staff, and other personnel working with pupils, so that their advice and practice are integrated in to ILPs.
17. Provide curricular clerical/admin support, eg. photocopying, making lists, collection of monies.
18. Prepare the classroom for lessons, including display work under the direction of the teacher
19. Undertake pupil record keeping as requested (e.g. provide a written statement on pupil progress to the teacher)
20. Support the teacher in managing pupil behavior, reporting difficulties as appropriate
21. Establish relationships with parents and carers and gather and report information as directed
22. Support with Parents evenings / wider community events - where part of contracted hours. This may include translation where appropriate.

Support for the Curriculum

23. **To** support in all areas of the curriculum and on social occasions for pupils who have been identified as having medical conditions which disable their full independent access to mainstream school life.
24. Provide Curriculum / resource support and undertake programmes linked to local and national learning strategies

25. Support the use of ICT in learning activities and develop pupils' competence and independence in its use
26. Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use

Support for the School

27. Be aware of and comply with safeguarding, child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff.
28. Maintain high standards of health and safety at all times.
29. Maintain good relationships with all stakeholders and role model the whole school relational approach.
30. Assist in the supervision of classroom and outdoor activities.
31. Assist with the supervision of discreet groups of pupils for short periods when the teacher is not present.
32. Contribute to the overall ethos/work/aims of the school.
33. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
34. Attend relevant meetings.
35. Participate in training, including relevant learning strategies and other learning activities and performance management where required.
36. Accompany staff on educational visits and trips.

All elements of Specified Teaching Work undertaken by the postholder will be within the framework of the school's Scheme of Supervision in line with the 2003 Regulations and (amended Regulations 2007). In addition to HLTAs, the Regulations cover other groups of support staff who undertake 'specified work' at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. Headteachers will ensure that the support staff member has the skills, experience and expertise required to carry out 'specified work'. Where more demanding aspects of 'specified work' are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the headteacher should have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise.

A teaching assistant level 1 may be called upon occasionally to provide cover supervision for a whole class for a session/lesson e.g. in an urgent situation. However they will not be required to set or allocate work to the pupils, as this will be determined by the class teacher.

The Teaching Assistant must carry out his or her duties with full regard and commitment to the Governing Body and City Council Policies.

Where the postholder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.

Manchester City Council

Person Specification

Teaching Assistant – Level 1

For this job we are looking for:

Experience of removing barriers for with children/young people with special educational needs including social, emotional health difficulties and those with communication, severe, profound or complex learning difficulties where appropriate.

Numeracy/literacy skills (at a level equivalent to NQF Level 2)

Completion of the Teaching Assistant Induction Programme

Ability to relate well to children and adults

Ability to work as part of a team

An understanding of the role of the Teaching Assistant and other professionals working in the classroom

Ability to use relevant technology eg photocopier

Understanding of national/foundation stage curriculum and other basic learning programmes/strategies

Understanding of a range of strategies to support children with a variety of SEND needs, which may include communication/language and social, emotional, mental health needs

Basic understanding of child development and how this can be negatively affected by trauma/adverse childhood experiences

Willingness to undertake first aid training as appropriate

Willingness to manage intimate care of pupils with SEND or medical needs

Personal Style and Behaviour

Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work.

Self motivation and personal drive to complete tasks to the required timescales and quality standards.

The flexibility to adapt to changing workload demands and new school challenges.

Personal commitment to ensure support is equally accessible and appropriate to the diverse needs of the pupils.

Personal commitment to continuous self-development.

Personal Commitment to continuous school improvement.

Be willing to consent to and apply for an enhanced disclosure to a DBS check.