

Chapel Street Community Primary School

Job Description



Learning and Inclusion Teaching Assistant – Level 2 Grade 3

The post holder will report to the designated TA4 Line Manager, TA Manager and SENCO. Apart from other colleagues in the school, the main contacts of the job are: Head Teacher, Deputy Headteacher, Assistant Headteachers, teaching staff, other support staff and pupils.

Main Purpose of the Job:

Under the guidance of teaching/senior support staff, provide support for pupils who require help to enable access to learning and to assist in the management of pupils.

Provide specialist support in a specific area of curriculum and to supervise groups and occasionally whole classes in the classroom or outside the main teaching area as required.

Main Duties

Support for pupils

1. To work on an individual 1:1 basis or with small groups of children under the supervision of the teacher/SENCO including the implementation of EHC objectives and/or strategies as set out in SEND passports.
2. Supervise and provide particular support for pupils, including those with special needs ensuring their safety and access to learning activities.
3. Give regular feedback on children's progress to the class teacher and SENCO and file records.
4. 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 (training will be provided).
5. Using the Relational Approach, establish good relationships with pupils, acting as a role model by presenting a positive personal image and responding appropriately to individual needs.
6. Create a stimulating, nurturing environment for our children within which they feel safe, happy and secure.
7. Promote the inclusion and acceptance of all pupils regardless of race, gender, beliefs, sexuality or culture.
8. Set challenging and demanding expectations and promote self-esteem and independence.
9. Supervise whole classes as required.
10. Support children's play and learning in the playground during lunchtimes and breaks.

11. Support with afterschool and before school extra-curricular activities (additional hours agreed, if needed).
12. To assist with the dispensing of medication in exceptional circumstances with appropriate training and under the supervision of medical staff where necessary.
13. To carry out escort duties as appropriate whenever required.
14. To support pupils who may need additional support at the swimming pool (where applicable), lift, dress, and provide support to the pupil with the activities in the pool.
15. To provide personal and intimate care which maintains the dignity of the child at all times and follows Chapel Street safeguarding procedures and Intimate Care policy.
16. To support pupils on integration placement or transition visits to PRUs, alternative provisions, other settings and High Schools.

Support for Teachers

17. Provide curricular clerical/admin support, eg. Photocopying and resourcing.
18. Under the direction of the teacher prepare the classroom for lessons and clear afterwards, as appropriate.
19. To assist with display work and create and maintain a purposeful, orderly and supportive environment, to ensure that children are able to access learning.
20. 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.
21. To work closely under the guidance of the teacher and/or SENCO as required, with therapists, medical staff, and any other outside agencies, so that their advice and practice are implemented effectively.
22. Undertake pupil record keeping and updating records for all interventions, in order to effectively monitor progress made.
23. Assist in the development and implementation of behaviour management strategies, using Chapel Street's Relational Approach – Positive Behaviour Management Policy.
24. Use the Relational Approach to establish constructive relationships with parents/carers and report on information from parents/carers to the teacher.
25. Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
26. Administer and assess routine tests and invigilate assessments and undertake routine marking of pupil's work in line with school's agreed policies and procedures.
27. Support with Parents evenings / wider community events - where part of contracted hours. This may include translation where appropriate.

Support for the Curriculum

28. Adapt the curriculum and use a variety of responsive strategies to support children's needs (including SEND needs which may include communication/language and social, emotional, mental health needs).

29. Undertake structured and agreed learning interventions, to ensure children make accelerated progress by adapting activities according to pupil responses and recording achievement and progress and providing feedback to the teacher.
30. Support the use of ICT in learning activities and develop pupils' competence and independence in its use. Ensure children are following our online safety policy at all times.
31. Assist in the whole planning cycle, including the contribution to the development of lesson/work plans and managing and preparing resources.

Support for the School

32. Be aware of and comply with safeguarding, child protection procedures, health and safety, confidentiality and data protection, reporting any concerns to the relevant member of staff.
33. Assist in maintaining high standards of health and safety at all times.
34. Maintain good relationships with all stakeholders and role model the whole school relational approach.
35. Assist in the supervision of classroom and outdoor activities.
36. Accompany teachers and pupils on educational visits.
37. Support with admissions and transition processes when needed. This may include translation where appropriate.
38. Contribute to the overall ethos/work/aims of the school by embodying the Relational Approach, vision/mission and values at all times.
39. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
40. Attend relevant meetings.
41. Participate in training, including relevant learning strategies and other learning activities and performance management where required.
42. To undertake any other additional duties commensurate with the grade of the post at the discretion of the Head Teacher and to meet the needs of the school.

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 2 may be called upon to provide cover supervision for a group or for a whole class occasionally. This may involve the teaching assistant contributing to the planning, preparation, assessment and reporting.

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.

Note

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but will be reviewed annually.

	Name	Role	Signature	Date
Post Holder				
Line Manager				
Headteacher	Ella Hughes	Headteacher		

Person Specification

Teaching Assistant – Level 2, Grade 3

For this job we are looking for:

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

Experience of working with or caring for children of a relevant age.

Understanding of the importance of inclusion, equality and diversity, both when working with children and with colleagues, and promoting equal opportunities for all.

Good numeracy and literacy skills (GCSE Grade A- C or equivalent in Maths and English).

English fluency, including the appropriate use of spoken and written grammar.

Ability to liaise sensitively and effectively with parents and carers, recognising the important role they play in children's learning.

Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice.

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

Ability to use relevant technology eg: Interactive Whiteboard, Internet, 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 and attachment.

Willingness to undertake minor first aid training as appropriate.

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

A good level of attendance and punctuality.

Personal Style and Behaviour

An ability to use the relational approach when communicating with staff, families, outside agencies and children.

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.

Ability to communicate with and sensitively support and care for a child or young person, in ways suitable for their age, needs and abilities, and demonstrate concern for their development as learners.

Having high expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements.

Personal commitment to continuous self-development through attending performance management feedback meetings, CPD and observations.

A commitment to school improvement, our relational approach and our school values.

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