

Job description

Job title	Teaching Assistant (Special School) – Level 2	Grade	LBR4
School	Roding Primary School		
Reports to	Director of Access and Inclusion		
Responsible for			
Purpose of job			
To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.			
Main duties and responsibilities			
Supervising and supporting pupils, ensuring their safety and access to learning.			
Establishing good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.			
Encouraging pupils to interact with others and engage in activities led by the teacher.			
Participating in students’ behaviour programmes including risk assessment process.			
Being aware of students’ Individual Education Plan (IEP) and termly forecasts/learning programmes.			
Being aware of pupil problems/progress/achievements and report to the teacher as agreed.			
Supporting the teacher in managing pupil behaviour, reporting difficulties as appropriate.			
Being responsible for maintaining knowledge of students’ behaviour programmes.			
Preparing classroom as directed for lessons and clearing afterwards and assisting with the display of pupils work.			
Undertaking pupil record keeping as requested.			
Gathering/reporting information from/to parents/carers as directed.			

Providing clerical/administrative support, e.g. photocopying, typing, filing, collecting money, administering coursework, etc.

Supporting pupils in respect of local and national learning strategies e.g. literacy, numeracy, KS3, early years, as directed by the teacher.

Supporting pupils in using basic ICT as directed.

Making themselves familiar with the lesson objectives.

Supporting pupils to understand instructions.

Preparing and maintaining equipment/resources as directed by the teacher and assisting pupils in their use.

Supervising and providing particular support for pupils with special needs, ensuring their safety and access to learning activities.

Setting challenging and demanding expectations and promoting self-esteem and independence.

Providing feedback to pupils in relation to progress and achievement under guidance of the teacher.

Understanding and supporting the physical needs of pupils.

Assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.

Establishing constructive relationships with pupils and interacting with them according to individual needs.

Encouraging pupils to interact with others and engaging in activities led by the teacher.

Using strategies, in liaison with the teacher, to support pupils to achieve learning goals.

Assisting with the planning of learning activities.

Monitoring pupils' responses to learning activities and accurately recording achievement/progress as directed.

Providing detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.

Promoting good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour.

Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans and assisting with the display of pupils' work.

Establishing constructive relationships with parents/carers.

Administering routine tests and invigilating exams and undertaking routine marking of pupils' work.

Taking small groups of pupils for varying types of activity, under the direction of the teacher.

Undertaking structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.

Undertaking programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years recording achievement and progress and feeding back to the teacher.

Supporting the use of ICT in learning activities and developing pupils' competence and independence in its use.

Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity and assisting pupils in their use.

Detailed awareness of the pupil's medical conditions and effect that these can have on their learning, using this knowledge to support the pupil and adapt materials and resources for use in class.

Understanding strategies for communicating with pupils with a range of needs, signing with individual pupils as required and undertaking training where necessary.

Following whole-school systems for Makaton signing and other relevant initiatives.

Supporting the pupil with inclusion links / visits to other schools.

Accompanying teaching staff and pupils on visits, trips and out-of-school activities as required and taking responsibility for a group under the supervision of the teacher.

Liaising regularly with medical and therapy departments regarding needs of the pupil, attending meetings where relevant.

Communicating regularly with parents via home / school communication books and telephone conversations where necessary.

Attending Annual Review for pupils in their class / tutor groups and giving feedback.

Depending on the specialism(s) of the school, the following will also apply:-

Dealing with unexpected situations which are not clear-cut, involving assessment, care and evaluation in the care and management of an individual pupil.

Attending to the pupils' personal needs and implementing related personal programmes, including social, health, physical, hygiene, first aid and welfare matters. (This may involve use of specialist equipment such as standing frames, hoists. etc).

Promoting the inclusion and acceptance of all pupils.

Encouraging pupils to act independently as appropriate.

Having an awareness of the effect that pupils' medical conditions can have on learning.

Being responsible for all aspects of feeding, toileting, changing & student hygiene, (including gastrostomy & suction) and administering medication including nebulising.

Following school procedures (including those for manual handling, positive handling, eating and drinking).

Assisting individual pupils with mobility and independence training or feeding and drinking, in liaison with specialist advice & guidance provided by Speech Therapists, Occupational Therapists, Physiotherapists.

Provide individual support such as: annotation of pupil's work; interpret for pupils with speech difficulties; presentation of pupil's work where there are fine motor skills difficulties.

General

Attend and participate in relevant meetings, training and other learning activities and performance development as required.

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.

Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop. To demonstrate an understanding of and a commitment to equal opportunities and diversity and to the standards of customer care.

Be responsible for own health and safety, as well as that of colleagues, pupils and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defects and hazards to management.

Duties and responsibilities of the post may change over time as requirements and circumstances change

The above mentioned duties are neither exclusive nor exhaustive and the post holder may be called upon to carry out such other duties as may be required by the Line Manager that are broadly within the grading level of the post and the competence of the post holder.

Person specification

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School			
Education and Qualifications: <ul style="list-style-type: none">• At least NVQ 2 for Teaching Assistants or equivalent qualifications or experience.• Training in the relevant learning strategies e.g. literacy.• First aid training/training as appropriate.			
Experience/Knowledge/Skills: <ul style="list-style-type: none">• Working with or caring for children and/or young people of relevant age.• Awareness of Child Protection procedures, Health & Safety regulations and other relevant policies.• Knowledge of national/foundation stage curriculum and other basic learning programmes/strategies.• Sound understanding of child development and learning and National Curriculum requirements.• Good numeracy/literacy skills.• Good knowledge of using specialist ICT resources / programmes to ensure pupil access• Use of other equipment technology – video, photocopier.• Ability to self-evaluate learning needs and actively seek learning opportunities.• Ability to relate well to children and adults.• Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.• Be able to react constructively to challenging situations involving the care and management of individual children.			

Other job requirements:

- Enhanced CRB Check
- Above average exposure to pupils with traumatic, degenerative, terminal conditions, or who have difficult and demanding behavioural problems, will require the postholder to cope with above average levels of emotional stress.
- Close contact with pupils will result in some exposure to bodily fluids.
- Will require Hepatitis B vaccination.
- Particularly in schools that have pupils with behavioural difficulties, postholder can be at risk of physical injury and needs to remain vigilant and observe risk assessment protocols.