Coppice Valley Primary School, as part of the Red Kite Learning Trust, is committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment.

Post Title: **Advanced Teaching Assistant**

Working Hours: **Part-Time, 30 hours per week 9:00 – 3:30 (including an unpaid break**

Responsible to: **Headteacher**

General Description: To work under the instruction/guidance of teaching/senior staff to undertake 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. Experience of supporting children with autism is preferred.

Special Conditions of Service: No smoking policy, including vapour and e-cigarettes.

1	**Duties: Teaching Assistant**
1.2	The post-holder will be required to work 1:1 with a student with high needs and support their Education Health and Care Plan.
1.3	To contribute to a programme of activities that meet the individual needs and interests of children in conjunction with other team members.
1.4	Providing, with appropriate guidance and supervision limits, educational, emotional and physical support to children.
1.5	To make assessments and keep records of your key children's development, and future developments of all key children, to share with parents, carers and other key adults in the child's life as appropriate.
1.6	Providing feedback, as requested, to the class teacher or other appropriate person to support the planning and evaluation of the learning process in respect of groups and individual children.
1.7	Engage in good team working with the Teaching Assistant team and wider school colleagues.
1.8	To promote the inclusion and acceptance of all children within the school, assisting in the implementation of appropriate behaviour management strategies.
1.9	To support children consistently whilst recognising and responding to their individual needs. Interact with children in a manner that supports the development of their ability to think, learn & develop.
1.10	Facilitate day-to-day caring support needs for children identified.
1.11	Communicate effectively and establish constructive relationships with all children, parents, families, carers, external agencies and other professionals.

1.12	Liaise with and support parents and other family members. Understand that communication is a two way process.	
1.13	To encourage children of all ages to interact and work co-operatively with others and engage all children in activities.	
1.14	To establish productive working relationships with children, acting as a role model and setting high expectations.	
1.15	Assist in the implementation of appropriate behaviour management strategies, and adhering to all current nursery & school policies.	
1.16	Observe a child's behaviour, understand its context and notice any unexpected changes – to ensure continued delivery of the highest quality teaching, safeguarding and welfare practices.	
1.17	Where appropriate, to liaise sensitively and effectively with parents/carers within your role/responsibility and participate in feedback sessions/meetings with parents, where requested.	
1.18	Assisting with playground activities as required and lunch time support.	
1.19	Preparation of materials, resources, displays including undertaking clerical duties.	
1.20	Participate in relevant training as appropriate, including attendance at staff meetings, training days and other development opportunities. Attend out of working hours' activities, e.g. training, monthly staff meetings, parents evening, fundraising events etc.	
1.21	To be aware and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equality and data protection - reporting concerns to an appropriate or designated person.	
1.22	To be aware of and support differences and ensure all children have equal access to opportunities to learn and develop.	
1.23	To contribute to the overall ethos/work/aims of the school, in accordance with your role and the direction of the Headteacher.	
1.24	Participate in the schools' performance management scheme.	
1.25	Willingness to be involved in extra-curricular activities such as making a contribution to after-school clubs or organised school events and visits.	
1.26	Willingness to undertake additional training as required.	
	Person Specification	
2	**Experience**	
2.1	Working in a classroom environment.	D
2.2	Experience of working with children and young people with Special Educational Needs.	D
2.3	An understanding of the strategies that can be used to reduce the barriers to learning.	D
2.4	Proven track record of successfully working with young people in a classroom environment.	D
2.5	Experience in the desired areas of the Curriculum.	D
2.6	Experience of supporting students with their SEMH.	D
2.7	Experience of supporting students with autism.	D

3	**Qualifications/Training**	
3.1	Childcare Qualification at Level 2 (or equivalent).	D
3.2	Appropriate first aid training.	D
3.3	GCSE Grade C or equivalent in English and Maths.	E
4	**Skills & Knowledge**	
4.1	Demonstrable IT skills and ability to use them as part of the learning process.	E
4.2	Excellent written and verbal communication skills.	E
4.3	Confidence to support expressive lessons such as Performing Art.	E
4.4	Good understanding of child/young person's development and learning processes.	E
4.5	Understanding of individual children and young peoples' needs.	E
4.6	Working knowledge of relevant policies, codes of practice and legislation.	D
4.7	Use of other equipment technology – printer, photocopier.	E
4.8	Working knowledge of national curriculum and other relevant learning programmes/strategies.	D
4.9	Work constructively as part of a team, understanding classroom roles, team roles and responsibilities and your own position within these.	E
4.10	Problem solving.	E
5	**Aptitudes**	
5.1	Ability to work positively and effectively with young people.	E
5.2	Excellent behaviour management skills.	E
5.3	Confidentiality, discretion and judgement.	E
5.4	Ability to work under pressure.	E
5.5	Ability to engender trust and respect from students, colleagues and parents.	E
5.6	Prioritise and plan to ensure completion of tasks.	E
5.7	Take initiative and work independently.	E
5.8	Take responsibility for personal CPL needs.	E
5.9	Evaluate achievements and deliver improvement.	E
6	**Characteristics**	
6.1	Record of good reliability and punctuality.	E
6.2	Good sense of humour, resilience, and ability to maintain a sense of perspective in all working conditions.	E
6.3	Self-motivated, optimistic and committed to achieving success.	E
6.5	Willingness to be flexible and work to meet the best interests of the school.	E

6.6	Good sense of humour, resilience, and ability to maintain a sense of perspective in all working conditions.	E
7	**Safeguarding and Promoting the Welfare of Students**	
7.1	To promote and safeguard the welfare of children and young people at all times.	E
7.2	Has appropriate motivation to work with students.	E
7.3	Ability to maintain appropriate relationships and personal boundaries with students.	E
7.4	Has emotional resilience in working with challenging behaviours; and appropriate attitudes to the use of authority and maintaining discipline.	E