



## Cromer Road Primary School Inclusion Teaching Assistant Job Description

You will be required, as a member of the Inclusion Team, to assist in the development of pupils' learning, provision of care and the management of pupils' behaviour under the direction of senior colleagues/teaching staff.

Jobholders generally work under the direct supervision of the Deputy Headteacher & Inclusion or SENDCo and/or the class teacher within the learning environment. They will be required to deliver regular interventions.

### Support for the pupils:

- Assist with the development and implementation of Education Health Care Plans and/or other support plans, as required
- Deliver specific intervention programmes to individuals as directed
- Support pupils to access the curriculum using appropriate strategies
- Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs
- Encourage pupils to interact appropriately with peers and adults
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher or the Assistant Head for Inclusion or SENDCo
- Provide a daily visual timetable for as required
- Support pupils to adapt to change
- Recognise signs of distress and act, according to pupil's needs

### Support for the teachers:

- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Assist with the preparation of learning activities
- Report pupils' responses to learning activities and record achievement and progress, as directed
- Provide detailed and regular feedback to teachers on the pupils' achievement, progress, and areas for development
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with the school's policy and encourage pupils to take responsibility for their own behaviour
- Establish constructive relationships with parents/carers, referring any difficult or contentious issues as appropriate
- Assist with the administration of routine assessments or tests for individuals or groups
- Support Inclusion Team teachers with routine administration

### Support for the Curriculum:

- Assist with the implementation of structured and agreed learning activities and teaching programmes, adjusting activities according to pupil responses
- Assist with the implementation of programmes linked to local and national learning initiatives, recording achievement and progress and feeding back to the teacher/Assistant Head for Inclusion/SENCo.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare resources and equipment required to meet the needs of the pupil/group

#### Support for the school:

- Be aware of and comply with policies and procedures relating to child protection, safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support differences to ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development, as required
- Assist with the supervision of pupils out of lesson times, as appropriate
- Accompany teaching staff and pupils on educational visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
- Assist with special events, such as School Concerts, Plays, Parents' / Carers' evenings

#### Planning and organising:

- Work under the supervision and guidance of the Assistant Head for Inclusion or SENCo or teacher
- Participate in planning and evaluating learning activities for the individual or group
- May assist with the training of new or less experienced Inclusion Team staff
- Provide support on external school trips (which could include residential trips) using knowledge of increased risk and health and safety issues which may also require the carrying out of basic medical procedures and/or the administering of basic first aid/ medications for which training will have been provided and for which parental/carers permission has been granted)

#### Communication:

- Share appropriate information with colleagues, parents / carers
- Use language and concepts appropriate to the child's age, stage of development, and culture
- Build and maintain good working relationships with parents/carers, colleagues and other professionals to ensure effective communication
- May demonstrate own duties to new staff

#### Initiative and innovation:

- Work within and comply with a range of school policies and procedures, including safeguarding, child protection, health, safety and security, equal opportunities, behaviour management, confidentiality and data protection

#### Uses initiative to:

- Attend to pupils' personal, social and welfare needs, as appropriate
- Assist in the development of Education Health Care Plans and other support plans for pupils
- Support the teachers in managing pupil behaviour
- Carry out structured and agreed learning activities and teaching programmes, amending approach according to pupil progress
- Carry out interventions, recording achievement and progress and feeding back to the teachers
- Assist with the supervision of pupils outside of lesson times, such as at lunchtime and playtime
- Assist with organising and supporting school medical visits, educational visits and special events
- May carry out financial transactions, including handling small amounts of cash, in line with policies and procedures

#### Physical Effort:

- An on-going requirement for standing and/or working in awkward positions, which may include bending over tables, sitting on small chairs or the floor and crouching to a pupil's height
- Likely to involve moving and handling activities, such as carrying and lifting equipment and resources, putting up displays
- May use positive handling in accordance with school policy and after appropriate training
- May assist pupils with mobility problems, such as pushing a wheelchair, using a hoist and/or other lifting equipment
- May carry out daily programmes of physical exercises or routines with pupils, under direction of non-teaching professionals, such as Occupational Therapist, Physiotherapist, Speech and Language Therapist

#### Work Environment:

- Regular outdoor working, such as at outside learning activities and at playtime/lunchtime
- Occasionally assist pupils to change out of soiled clothing
- May need to attend to a range of personal care, hygiene and medical needs; whilst this may be on a daily basis and sometimes several times a day, it is unlikely to be continuous throughout the working day

- May experience a range of behaviours from pupils, such as verbal abuse, challenging behaviour, physical outbursts
- May occasionally be exposed to challenging parents/carers and occasionally verbal abuse

First Aid:

- attending to the first aid needs of pupils and maintaining records of first aid treatment given (as appropriate)

To carry out any other duties connected with the supervision of pupils or smooth running of the school as requested by the Headteacher.



## Cromer Road Primary School Inclusion Teaching Assistant Personal Specification

|                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Short listing is carried out on the basis of how well you meet the requirements of the person specification. You should comment on the IMPACT of your work and experience to date that shows how you meet these requirements when you fill in your application form and prepare your supporting statement. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Qualifications and Training</b>                                                                                                                                                                                                                                                                         | <b>Essential</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Good basic education to GCSE level in English and Mathematics</li> <li>• Safeguarding training</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                                                                                                                                                                                                                                                                                            | <b>Desirable</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• NVQ 2 for Teaching assistant or equivalent</li> <li>• A relevant qualification in childcare and/or education</li> <li>• Team Teach training</li> <li>• First Aid training</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Experience</b>                                                                                                                                                                                                                                                                                          | <b>Essential</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Minimum of 1 year experience working with and/or caring for children in a school setting</li> <li>• To have successfully supported individual pupils with SEN</li> <li>• General understanding of National Curriculum and other basic learning programmes/techniques</li> <li>• Experience of working with SEN children including ASD</li> </ul>                                                                                                                                                                                                                                                                                                     |
|                                                                                                                                                                                                                                                                                                            | <b>Desirable</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Experience of play based working</li> <li>• Experience of delivering intervention programmes</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Knowledge and Skills</b>                                                                                                                                                                                                                                                                                | <b>Essential</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Knowledge of effective SEN assessment, feedback and record keeping</li> <li>• Knowledge of ASD and Neurodiversity</li> <li>• Ability to extend children's thinking skills</li> <li>• Knowledge of appropriate strategies to enable SEN children to access the curriculum</li> <li>• Ability to set appropriate boundaries for learning and behaviour</li> <li>• Ability to liaise and communicate effectively</li> <li>• Ability to work quickly and use initiative</li> <li>• Ability to maintain a high level of confidentiality</li> <li>• Ability to establish professional boundaries with parent/carers, children and professionals</li> </ul> |

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|                     | <ul style="list-style-type: none"> <li>• Good ICT skills and knowledge of ICT programmes to support learning</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Personal Qualities  | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                     | <ul style="list-style-type: none"> <li>• Ability to promote self esteem and independence</li> <li>• A calm, relaxed manner</li> <li>• Ability to work as part of a team</li> <li>• Well organised and efficient</li> <li>• Excellent attendance and punctuality</li> <li>• Enthusiastic and positive attitude</li> <li>• Ability to accommodate change, be flexible and reflect on practice</li> <li>• Ability to develop effective relationships</li> <li>• Ability to empathise with the needs of pupils and inspire trust and confidence</li> <li>• A sense of humour</li> </ul> |
| Equal opportunities | <ul style="list-style-type: none"> <li>• A strong knowledge of, and commitment to, inclusion and equality of opportunity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Safeguarding        | <ul style="list-style-type: none"> <li>• Committed to safeguarding and promoting the welfare of children</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |