



Job Description

Job Title	Teaching Assistant
Pay scale	
Location	Edwards Hall Primary School
Responsible to	Headteacher
Purpose	To work in partnership with class teachers to support learning and/or implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the planning cycle and the management/preparation of resources
Job context	<p>Working with identified individuals 1:1 or within small groups of children under the direction of teaching staff.</p> <p>Working in partnership with class teachers implement planned learning activities/teaching programmes as agreed with the teacher adjusting activities according to pupils' responses as appropriate.</p> <p>This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the planning cycle and the management/preparation of resources.</p>
Responsibilities	<p>The SEN Learning Support Assistants (LSA) main role is to provide support for pupils with SEND to implement support and intervention to meet their learning needs</p> <p>Duties will include running specific programmes and activities to assist the pupils' individual learning and social emotional and communication needs. The SEN LSA will be responsible for implementing the targets on the pupils' Individual Support Plan (ISP)/Education Health Care Plan (EHCP) in liaison with the class teacher and Inclusion Leader following guidance of outside agencies where provided.</p>
Responsibilities and duties	<p>Support for the Pupil</p> <ul style="list-style-type: none">• To use skills, experience and training to support pupils with their learning and development.• To work with individuals and/or small groups of children under the direction of teaching staff/Inclusion Leader



- To understand and support the specific needs of children with SEND and support progress towards their targets (e.g. EHC Plans, ISPs, Care Plans, Annual Reviews).
- To assist with the development and implementation of individual support plans and profiles.
- To establish good working relationships with pupils, acting as a role model and setting high expectations.
- To support learning by arranging/creating resources for lessons/activities in liaison with the class teacher.
- To promote the inclusion and acceptance of all pupils within the classroom.
- To support pupils constantly whilst recognising and responding to their individual needs.
- To encourage pupils to interact and work cooperatively with others and engage all pupils in activities.
- To promote independence and employ strategies to recognise and reward achievement of self-reliance.
- To provide feedback to pupils in relation to progress and achievement.

Support for the teacher:

- To work with the teacher to establish an appropriate learning environment.
- To participate in the planning and evaluation of learning activities with the class teacher, providing feedback on pupil progress, engagement and behaviour.
- To monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against predetermined learning objectives.
- To provide objective and accurate feedback and reports as required, on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- To be responsible for keeping and updating records as agreed with the teacher.
- To undertake marking of pupils' work and accurately record achievement/progress.
- To promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- To liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents as directed.
- To administer and assess routine tests and invigilate exams/tests.
- To provide general clerical/administration support, including preparation, maintenance and control of stocks of materials and resources, and creating displays of children's work.
- To work as part of the team to ensure that the well being and personal development of the pupil enhances their learning opportunities and life skills.
- To attend planning meetings with the Inclusion Leader and class teacher to develop learning programmes and to assist in the delivery of the individual learning programmes on a daily basis to promote learning, behaviour and communication skills.



	<p>Supporting the School:</p> <ul style="list-style-type: none"> ● To foster links between home and school. ● To participate in relevant professional development. ● To understand and apply the school policies on learning and behaviour, and the statutory guidelines relating to disability discrimination and special educational needs. ● To maintain confidentiality and sensitivity to the pupil's needs but have regard to the safeguarding procedures of the school and Learning in Harmony Trust. ● To 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. ● To be aware of and support differences and ensure all pupils have equal access to opportunities. ● To contribute to the overall ethos/work/aims of the school. ● To establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils. ● To attend and participate in regular meetings (including appraisal) and training as required. ● To recognise your own strengths and areas of expertise and use these to advise and support others. ● To provide appropriate guidance and supervision and assist in the training and development of staff. ● To supervise pupils on visits, trips and out of school activities as required. ● To supervise pupils for limited and specified periods, including break times, when the post holder should facilitate learning, games and activities. <p>The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.</p>
<p>Key safeguarding responsibilities</p>	<ul style="list-style-type: none"> ● To have regard to and follow the safeguarding procedures of the school and Learning in Harmony Trust.
<p>General responsibilities</p>	<p>All employees are expected to:</p> <ul style="list-style-type: none"> ● Show a responsible attitude to health and safety issues and have due regard for their personal safety and that of others. ● Support, uphold and contribute to the development of the school's equal rights policies and practices in respect of both employment issues and the delivery of services to the community. <p>The Learning in Harmony Trust reserves the right to vary or amend the duties and responsibilities of the post holder at any time according to the needs of the Trust's business. This job description does not form part of the contract of employment.</p>



Person Specification

Attributes	Essential	Desirable	Evidence
Qualifications	Literacy and Numeracy (GCSE Level C+ or equivalent)		Application form
	Specialist training /qualification in particular/specialised special needs area - SEND		Application form interview
Professional Experience and Knowledge	Knowledge of child development		Application form – references – interview
	Basic knowledge of primary curriculum requirements and their implementation in a classroom.		Application form – references – interview
	Experience of working within a school setting		Application form – references – interview
	Successful and recent experience of working with children with individual and complex needs: SEMH, Sensory needs, Communication & Language needs		Application form – references – interview
	An awareness of health and safety and hygiene		Application form – references - interview
	A knowledge of SEMH and SLCN needs.		Application form-



			references - interview
	Experience of the supporting individual learning targets and supporting with the review process, planning activities to meet these		Application form references - interview
	Experience of differentiating learning to ensure that personalised outcomes are met		Application form – references interview
	Experience working with young children with SEND		Application form- references
	Physical fitness appropriate to the tasks in the job description		Application form – references - interview
	Ability to follow instructions and communicate effectively with all members of the school community including parents		Application form – references
	Be able to observe, question, assess and record each child's progress, with the support of the class teacher		Application form – references - interview
	Patience and an ability to work towards deadlines even under pressure		Application form – references
	An ability to respond calmly to emergencies.		Application form – references
Personal aptitude, qualities and skills	Effective time management		Application form – references



	Motivate, inspire and have high expectations of pupils		Application form – references
	Ability to adapt quickly and effectively to changing circumstances/situations		Application form – references
	Be able to display total confidentiality, honesty, integrity and reliability		Application form – references - interview
	Ability to use initiative to deal with challenges that the job can present		Application form – references - interview
	A willingness to be helpful and support staff and school in practical ways		Application form – references
	Work effectively as part of a team and contribute to group thinking, planning etc.		Application form – references
	Demonstrate excellent communication skills with adults and children, verbally and in writing		Application form – references
	Willingness to attend to physical needs of pupils e.g. toileting		Application form – references
	Awareness of, and commitment to, equalities issues		Application form – references
	A sense of humour and affable nature		Application form – references - interview



	Be prepared to develop and learn in the role and a willingness to undertake training		Application form – interview
	Willingness to work flexible hours if required		Application form – interview