

# Advert, JD & PS

## JOB DESCRIPTION

<b>JOB TITLE</b>	Teaching Assistant
<b>EMPLOYER</b>	University of Brighton Academies Trust
<b>LOCATION (Academy)</b>	The Baird Primary Academy
<b>SALARY</b>	Single Status Grade 3 Points 5 - 7
<b>RESPONSIBLE TO</b>	Class Teacher / Assistant Principal
<b>RESPONSIBLE FOR</b>	N/A
<b>MAIN PURPOSE OF THE JOB</b>	<ul style="list-style-type: none"> <li>• Mainly Classroom based, you will work with colleagues to support individual and groups of children in their core learning including reading, writing and mathematics and help develop their confidence</li> <li>• You will also work on the playground to encourage positive social friendships and play</li> </ul>
<b>MAIN TASKS / KEY RESPONSIBILITIES</b>	
<b>1</b>	<p>To aid pupils to learn as effectively as possible both in group situations and on his/her own by, for example:</p> <ul style="list-style-type: none"> <li>▪ Clarifying and explaining instructions</li> <li>▪ Ensuring the pupil(s) is able to use equipment and materials provided</li> <li>▪ Motivating and encouraging the pupil(s) as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs</li> <li>▪ Assisting in weaker areas, e.g. speech and language, behaviour, reading, spelling, numeracy, handwriting/presentation etc</li> <li>▪ Using praise, commentary and assistance to encourage the pupil to concentrate and stay on task</li> <li>▪ Liaising with class teacher, SENCO and other professionals about individual education plans (IEPs), contributing to the planning as appropriate</li> <li>▪ Providing additional nurture to individuals when requested by the class teacher or SENCO</li> <li>▪ Consistently and effectively implementing agreed behaviour management strategies</li> <li>▪ Helping to make appropriate resources to support the pupil(s)</li> <li>▪ Meeting pupils' physical needs while encouraging independence e.g. help pupils to change for PE lessons or swimming, clean and reassure pupils after accidental soiling of clothes, help with mobility around the school</li> </ul>
<b>2</b>	To establish supportive relationships with the pupil(s) concerned

<b>3</b>	To promote the acceptance and inclusion of the pupil(s) with SEN, encouraging pupils to interact with each other in an appropriate and acceptable manner
<b>4</b>	Monitor the pupil's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
<b>5</b>	Give the pupil(s) feedback on achievements in order to reinforce and develop self reliance and self esteem, including marking children's work
<b>6</b>	To support the pupil(s) in developing social skills both in and out of the Classroom
<b>7</b>	To support the use of ICT in learning activities
<b>8</b>	To provide regular feedback on the pupil(s)' learning and behaviour to the teacher/SENCO, including feedback on the effectiveness of the behaviour strategies adopted
<b>9</b>	Under the direction of the teacher, carry out and report on systematic observations of pupils to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about their stage of development
<b>10</b>	When working with a group of pupils, understand and use group dynamics to promote group effectiveness and support group and individual performance
<b>11</b>	To use the school's system for recording progress
<b>12</b>	Where appropriate, to know and apply positive handling techniques
<b>13</b>	To prepare work and activities in advance of the lesson (within employed hours) e.g. operating AVA equipment as required i.e. photocopier, laminator, making books, labels, signs and undertaking practical tasks to maintain a good standard of classroom appearance.
<b>14</b>	To know and apply school policies on Child Protection, Health and Safety, Behaviour, Teaching and Learning, Equal Opportunities etc
<b>15</b>	Where appropriate to develop a relationship to foster links between home and school, and to keep the school informed of relevant information
<b>16</b>	To be aware of confidential issues linked to home/pupil/teacher/school
<b>17</b>	To contribute towards reviews of pupil(s)' progress as appropriate
<b>18</b>	To comply with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment
<b>19</b>	To take part in training activities offered by the school and the county to further knowledge (within employed hours)
<b>20</b>	To be willing to support playground/break time supervision e.g. educational games, homework clubs etc (within employed hours)
<b>21</b>	To accompany teacher and pupils on educational visits
<b>22</b>	To carry out the above duties in accordance with the Children's Services Equal Opportunities Policy.

This Job Description is correct at the time of print and gives the main responsibilities and tasks of the role. These may however be changed or added to as appropriate.

There may also be the need for staff to undertake additional duties from time to time, appropriate to the level of the post. Should these additional tasks become a frequent part of the role, the job description will be revised through consultation with the post holder.

**Date: Sept 2018**

#### **Additional Information**

- All Support Staff posts within the Academy are subject to a one year probationary period.
- This post is subject to a Disclosure and Barring Services (DBS) check.
- This post is exempt from the Rehabilitation of Offenders Act (1974) – applicants must be prepared to disclose all criminal convictions and cautions including those that would otherwise be spent under the Act.

**The University of Brighton Academies Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.**

### **PERSON SPECIFICATION**

#### **EDUCATION AND QUALIFICATIONS**

- A good standard of education particularly in English and Mathematics

#### **KNOWLEDGE AND EXPERIENCE**

- Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment
- Knowledge of SEN Code of Practice
- Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils
- Experience of supporting children in a classroom environment, including those with special educational needs
- Experience of using Information Technology to support pupils in the classroom

#### **KEY SKILLS AND ABILITIES**

- Ability to use language and other communication skills that pupils can understand and relate to
- Ability to establish positive relationships with pupils and empathise with their needs
- Ability to demonstrate active listening skills
- Ability to consistently and effectively implement agreed behaviour management strategies
- Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs, encouraging the pupil to stay on task
- Ability to monitor the pupils' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes
- Ability to carry out and report on systematic observations of pupils' knowledge, understanding and skills
- Ability to assist in the recording of lessons and assessment as required by the teacher
- Ability to offer constructive feedback to pupils to reinforce self-esteem
- Ability to work effectively and supportively as a member of the school team
- Ability to work within and apply all school policies e.g. behaviour management, child protection, Health & Safety, Equal Opportunities etc

#### **PERSONAL ATTRIBUTES**

- Willingness to participate in further training and developmental opportunities offered by the school and county, to further knowledge

- Willingness to maintain confidentiality on all school matters