

FPPF Resource Provision – SEND Teaching Assistant Level 2

PURPOSE OF JOB

To work under the instruction guidance of the Resource Provision Lead teacher and the Inclusion Manager to undertake programmes designed that enable pupils, from the Resource Provision, to access learning and meet the targets on their plans.

This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.

SUPERVISION ARRANGEMENTS

To work under the supervision of the Resource Provision Lead teacher or Inclusion Manager. Work will take place both within the resource base and also within the classroom with individuals and groups of children.

MAJOR RESPONSIBILITIES

To work under instruction/guidance to enable access to learning by:

- Attending to the welfare and personal care of pupils who are part of the Resource Provision
- Delivering pre-determined learning/care/support programmes
- Implementing literacy/numeracy and other agreed programmes relating to the child's needs
- Assisting with the planning cycle for groups and individual pupils within the Resource Provision
- Undertaking general clerical/administrative support for the Lead Teacher/Inclusion Manager
- Support the transitions between resource Provision and classroom for the children who are part of the Resource provision
- Show the Federation Values and set high expectations for own and pupils' behaviour

DUTIES

Support the Lead Teacher by:

- Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans and educational plans
- Assisting with the display of pupils work
- Using strategies, in liaison with the teacher, to support pupils to achieve learning and development goals
- Assisting with the planning of learning activities on a regular basis
- Monitoring pupils responses to learning activities and accurately recording achievement/progress as directed
- Providing detailed and regular feedback on pupils' achievement, progress, problems etc.
- Promoting good pupil behaviour, dealing promptly with conflict and incidents in line with established Resource Provision expectations and encouraging pupils to take responsibility for their own behaviour
- Establishing constructive relationships with parents/carers and where appropriate participating in feedback sessions with parents alongside the teacher or other staff

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- Administering routine tests, invigilating exams and undertaking routine marking of pupils work
- Providing clerical/administrative support where needed within the Resource provision

Supporting pupils by:

- Supervising and providing particular support for pupils, particularly those with ASD, ensuring their safety and access to learning activities
- Assisting with the development and implementation of Education, Behaviour and Learning Plans

Under the direction of the Lead Teacher and/or Inclusion Manager and using a developing knowledge of SEND skills:

- Complete in-class observations and assessments
- Help to develop individual and group learning programmes to respond to current and future needs
- Monitor and contribute to the evaluation of the provision maps and EHCPs
- Keep accurate notes on progress and concerns to be used as evidence for the review process and statutory assessment as appropriate
- To inform the Lead Teacher and Inclusion Manager about individual children's progress
- Liaise with the Lead Teacher and/or Inclusion Manager regarding the progress and future needs of children who are part of the Resource Provision
- Create a positive working relationship and environment conducive to effective learning for children with ASD
- Attend and contribute meetings within federation as required
- Contribute to the overall ethos of the federation acting as a role model and setting high expectations
- Participate in training, other learning activities and performance development as required
- Use specialist skills and training to encourage children with ASD to benefit from the planned learning activities, including modifying the class teacher's planned activities to meet the needs of specific pupils
- Provide positive and supportive feedback to pupils and parents
- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety, confidentiality and data protection
- Establishing constructive relationships with pupils and interacting with them according to individual needs
- Promoting the inclusion and acceptance of all pupils
- Encouraging pupils to interact with others and to engage in activities led by the teacher
- Setting challenging and demanding expectations and promoting self-esteem and independence
- Providing feedback to pupils in relation to progress and achievement under the guidance of the teacher

Support the curriculum by:

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- Undertaking structured and agreed learning activities/teaching programmes and adjusting activities according to pupil responses
- Undertaking programmes linked to specialist ASD learning strategies
- 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

Support the federation by:

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop
- Ensuring that diversity is celebrated and equality is an expectation for all
- Contributing to the overall ethos/work/aims of the federation
- Appreciating and supporting the role of other professionals
- Attending relevant meetings as required
- Participating in training and other learning activities and performance development as required
- Assisting with the supervision of pupils out of lesson times, including before and after federation and at lunchtimes as required
- 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

Education/ Training	<p>Good numeracy/literacy skills</p> <p>Requirement to participate in training/development as/when identified by line manager as essential for performance of the post</p> <p>Willingness to participate in other development and training Opportunities</p> <p>Completion of FPPF TA Induction Programme</p> <p>NVQ 2 for Teaching Assistants or equivalent qualifications/experience</p> <p>Training in the relevant ASD learning strategies</p>		
Experience	Working with or caring for children of Primary age, with ASD		
Knowledge	<p>Basic understanding of child development and learning</p> <p>Understanding of relevant policies/codes of practice and awareness of relevant legislation</p>		

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	<p>General understanding of national/foundation stage curriculum</p> <p>Good understanding of positive behaviour strategies</p> <p>Good understanding of supporting children with ASD in Primary years</p>		
Skills/ Abilities	<p>Ability to effectively use ICT to support learning, or to undertake training to do so.</p> <p>Ability to use other technology to support learning – e.g. video, photocopier etc.</p> <p>Ability to self-evaluate learning needs and actively seek learning opportunities</p> <p>Ability to reflect on a child’s needs and provide support for the child to access the learning</p> <p>Ability to relate well to children and adults</p> <p>Ability to fulfil all spoken aspects of the role with confidence and fluency in English.</p> <p>Ability to work constructively as part of a team, to understand classroom roles and responsibilities and own position within those</p> <p>Ability to confidently and professionally communicate with parents, other staff and outside agencies</p>		