

FPPF Resource Provision – SEND Teaching Assistant Level 3

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 level is applicable to experienced teaching assistants whose working role calls for competence across a varied range of responsibilities such as nurture, ASD support and leading a team of TAs.

SUPERVISION ARRANGEMENTS

To work under the supervision of the Resource Provision Lead teacher and the Inclusion Manager; or independently, if covering a whole group or class. 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 and preparing 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 and transitions between phases/schools
- Show the Federation Values and set high expectations for own and pupils' behaviour

DUTIES

Support the Lead Teacher by:

- Observe and report on pupil performance
- Contribute to the planning and evaluation of learning activities
- Assist in preparing and maintaining the learning environment
- Contribute to the management and review of pupils' behaviour and relevant behaviour/PSP plans
- Contribute to organising and maintaining pupils' records
- Support the maintenance of pupils' safety and security
- Supervise the whole class for a short time in an emergency (normally for a period less than a whole lesson until the teacher returns or alternative arrangements are made)
- Undertake routine feedback in line with school policy
- Undertake joint home visits as appropriate

Supporting pupils by:

- Support the activities of individuals or groups

FPPF Resource Provision – SEND Teaching Assistant Level 3

- Establish and maintain relationships with individual pupils and groups
- Contribute to individual Education Plans as appropriate
- Support pupils during learning activities within and external to the Resource Provision
- Promote pupils' social and emotional development
- Contribute to the health and well-being of pupils
- Support children with specific needs (where appropriate to the focus of the role), for example, sensory and/ or SALT, cognitive or learning difficulties, behavioural, emotional and social development needs, communication and interaction difficulties
- Support pupils with literacy and numeracy skills
- Support pupils to access the curriculum
- Dealing with the personal care needs of children where appropriate in line with FPPF policy

Support the curriculum by:

- Undertaking structured and agreed learning activities/teaching programmes and adjusting activities according to pupil responses
- Feedback on appropriateness and effectiveness of learning programmes and schemes of work; adapting where appropriate
- 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	Good numeracy/literacy skills		
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FPPF Resource Provision – SEND Teaching Assistant Level 3

	<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 3 for Teaching Assistants or equivalent qualifications/experience</p> <p>Training in the relevant ASD learning strategies</p>		
Experience	<p>Working with or caring for children of Primary age, with ASD</p> <p>Experience planning a scheme of work to meet a child's needs or a group of children</p> <p>Experience leading other staff's CPD</p> <p>Ability to provide classroom cover – with agreed parameters – in the absence of the Lead teacher</p> <p>Experience delivering SALT, OT and Social skills development</p>		
Knowledge	<p>Basic understanding of child development and learning</p> <p>Understanding of relevant policies/codes of practice and awareness of relevant legislation</p> <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> <p>Knowledge of SEN Code of Practice</p> <p>Understanding of SALT, OT and Social skills development</p>		
Skills/ Abilities	<p>Ability to effectively use ICT to support learning, or to undertake training to do so.</p> <p>Ability to write social stories.</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>		

FPPF Resource Provision – SEND Teaching Assistant Level 3

	<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> <p>Ability to carry out and report on systemic observations of pupils' knowledge understanding and skills</p>		
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