

Crofton Infant/Junior School

JOB DESCRIPTION

Title:	ISA/Teaching Assistant
Grade:	Scale BR4 point 12
Section:	Learning Support
Reports to:	Inclusion Manager/Class Teacher

MAIN PURPOSE OF THE JOB

To assist in the support and inclusion of individual children identified by the School.
 To improve the learning, social and emotional progress of the children within our provision.

SUMMARY OF RESPONSIBILITIES AND PERSONAL DUTIES

The appointed applicants:

- will be working closely alongside the class teacher to help support children with additional needs.
- should have lots of enthusiasm and patience for working with children.
- must have the ability to adapt to different situations and think on their feet.
- must be able to work well within a team.
- would preferably have prior experience of working with children with additional needs (however this is not essential as full training will be given).
- will help to support the development of the child's learning and engagement.
- will help to support the development of the child's learning and engagement as well as their speech and language.
- will help to support the child's well-being in the class and outdoor environment.
- will have the ability to work closely with the class teacher to develop different strategies to enhance the child's welfare.
- should be versatile and flexible with their duties.

Supporting the Pupils

- To develop a good knowledge of the individual's needs in order to be able to support their development in all aspects of learning.
- Taking into account the learning support involved, to aid the children to learn as effectively as possible both in group situations and on his/her own by, for example:
 - clarifying and explaining instructions;
 - ensuring the child is able to use equipment and materials provided;
 - motivating and encouraging the child as required;
 - assisting in weaker areas of learning, e.g. speech and language, reading, spelling, handwriting/presentation;
 - assisting in weaker areas of behaviour e.g. challenging, disruptive, attention seeking;
 - helping the individual to concentrate on and finish work set;
 - liaising with class teacher and Inclusion Manager about Individual Education Plans (IEPs)
 - developing appropriate resources to support the children.
- To establish a supportive relationship with the children concerned.
- To develop methods of promoting/reinforcing the child's self-esteem, confidence and independence.
- To support the child to achieve any targets on a Pastoral Support Plan.
- Helping the child to communicate with others if appropriate.

Supporting the Teacher

- To assist, with the class teacher (and other professionals as appropriate), in the development of any professional programmes of support.
- To assist, with the class teacher (and other professionals as appropriate), in the development of Pastoral Support Plans if the allocated child has behavioural difficulties.
- In conjunction with the class teacher and/or other professionals to assist with the recording the child's progress.
- To contribute to the maintenance of child's progress records.
- To participate in the evaluation of any support programme.
- To provide regular feedback about the child to the teacher.

Supporting the School

- Where appropriate, to develop a relationship to foster good links between home and school.
- To liaise, advise and consult with other members of the team supporting the child when asked to do so.
- To contribute to reviews of child's progress, as appropriate.
- To attend relevant in-service training.
- To be aware of school policies and procedures and paying due regard to them.
- Being committed to the school's safeguarding procedures.
- To be aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences appropriately.
- Any other tasks as directed by the Inclusion Manager which fall within the purview of the post.

This job description can be amended at any time following discussion between the Head Teacher and the member of staff.

Crofton Infant/Junior School

PERSON SPECIFICATION

Title:	ISA/Teaching Assistant
Grade:	BR4 point 12
Reports to:	Class Teacher /Year Leader

EXPERIENCE (Essential Requirements)

- Experience working with children of relevant age
- Experience of working with pupils with additional needs
- Willingness to attend meetings and training appropriate to the role

QUALIFICATIONS/TRAINING (Essential Requirements)

- Very good numeracy/literacy skills
- A knowledge and skilled use of a range of learning styles and teaching strategies to support children's learning
- NVQ2/3 in teaching assistance or equivalent qualification or experience
- Current paediatric first aid qualification or willingness to undertake training

KNOWLEDGE/SKILLS (Essential Requirements)

- The ability to offer differentiated support depending on children's learning needs
- Has an up to date knowledge of relevant legislation and guidance in relation to working with and the protection of children
- Has a commitment to the protection and safeguarding of children
- Is willing to work within organisational procedures and processes and to meet the required standards of the role
- Has the ability to use initiative when required
- Has good communication skills and is able to form good and appropriate relationships with children, other support staff, teachers and parents
- Can use ICT effectively to support learning
- Familiarity with the Special Educational Needs Code of Practice
- Use of other equipment technology - video, photocopier
- Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation
- Working knowledge of national curriculum and other relevant learning programmes
- Understanding the principles of child development and learning processes
- Ability to self-evaluate learning needs and actively seek learning opportunities
- Ability to relate well to children and adults
- Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these
- Good awareness of cyber security
- To be able to plan and deliver activities during the lunchtime period adhering to Health & Safety

