



THE STOUR FEDERATION SPECIALIST RESOURCED PROVISION TEACHING ASSISTANT LEVEL 3 JOB DESCRIPTION

SCALE POINT 14 - 17: £14.91 – £16.26 HOURLY RATE

Play. Make their day. Choose your attitude. Be there.

CORE PURPOSE

Working with children with complex learning and/or health care needs, particularly those with communication and interaction needs.

To advance pupils' learning in the Specialist Resourced Provision setting, including working with individuals and small groups where the assigned teacher is not present.

To work as a team to support the work of a qualified teacher and, under an agreed system of supervision, have responsibility for agreed learning activities.

This involves undertaking specified work (see * below), involving planning, preparing and delivering learning activities to individual pupils/groups and monitoring, assessing, recording and reporting on pupil development, progress and attainment.

In selecting a teaching assistant to join Shipston-on-Stour Primary School and The Stour Federation Multi Academy Trust we will be looking for an aspirational person, someone with the ability to help build upon the existing commitment of all stakeholders to a culture of constant excellence. The culture, practice, management and deployment of the Trust's resources are designed to ensure that we meet the needs of all of our children.

Responsibility for people: the post has considerable impact on the wellbeing of individuals or groups, through contributing to policy development and review and to the development and delivery of learning activities and providing appropriate care/support to pupils with complex learning and/or health care needs.

Responsibility for staff: the post has some responsibility for others, through demonstrating good practice, guiding/advising/supporting and directing other staff who support teaching and learning.

Responsibility for budget: the post has no direct responsibility for financial resources, though could be involved in occasional handling small amounts of cash.

Responsibility for physical resources: the post has some direct responsibility for physical resources, including safe/secure record keeping and maintenance and management of learning resources.

TYPICAL TASKS, DUTIES AND RESPONSIBILITIES

SUPPORT TO PUPILS

- Support pupils' learning in a range of classroom settings, including working with individuals and groups (where the assigned teacher is not present), using detailed knowledge, experience, specialist skills and training.
- Establish productive working relationships with pupils, acting as a role model, demonstrating positive values, attitudes and behaviour and setting high expectations.
- Respond to pupils EHCPs, maintaining, updating and reviewing progress, including taking part in annual review meetings.
- Promote the inclusion and acceptance of all pupils within the classroom and wider school environment, encourage them to interact and work co-operatively with others and engage all in activities.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.
- Working with children/pupils with complex needs, monitor and provide for their general care, safety and welfare, including undertaking tasks connected with social inclusion.
- Use physical intervention strategies following training where necessary (e.g. Team Teach).
- Be willing to follow appropriate practice in supporting pupils with toileting and hygiene, plus medical support where required.

SUPPORT TO TEACHERS

- Organise and manage learning activities (including learning environment and resources) in ways which keep pupils safe.
- Under agreed system of supervision, plan and prepare teaching and learning objectives, adjusting activities/work plans as appropriate.
- Monitor and evaluate pupil responses to learning activities using a range of assessment and monitoring strategies, against pre-determined learning intentions.
- Objectively assess, provide feedback and reports as necessary on pupil development, progress and achievement.
- Within the school's Behaviour Policy, apply behaviour management strategies and techniques to manage behaviour constructively and contribute to a purposeful learning environment.
- Support the role of parents in pupils' learning and contribute to meetings with parents to constructively feedback on pupil progress/achievement.
- Where relevant, direct and guide the work of other adults supporting teaching and learning in the classroom.

SUPPORT TO THE CURRICULUM

- Deliver learning activities to pupils within an agreed system of supervision, adjusting activities according to pupil responses/needs.
- Use ICT effectively to advance learning and develop pupil' competence and independence in its use.
- Devise, organise and manage safely the learning activities, teaching space and resources, taking account of pupils' needs, interests, language and cultural backgrounds.

- Advise on appropriate deployment and use of specialist aid/resources/equipment.
- Use their area(s) of expertise to support the planning and preparation of learning activities in these areas(s).
- Contribute, as appropriate, to curriculum design and delivery across the whole school.
- Encourage learning opportunities which advance pupils':
 - Character.
 - Citizenship.
 - Collaboration.
 - Communication.
 - Creativity.
 - Critical Thinking.

SUPPORT TO THE SCHOOL

- Contribute to identification of appropriate out of school learning activities.
- May co-ordinate a school activity (e.g. extra-curricular activities / work experience / home-school liaison / SEND work).
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Establish constructive relationships and communicate with other agencies/professionals to support achievement and progress of pupils, in liaison with the teacher, Trust SENDCO and Headteacher.
- Contribute to the overall ethos/work/aims of the school.
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
- Model good practice and contribute to planning and delivery of appropriate INSET.

COMMUNICATING AND WORKING IN PARTNERSHIP WITH FAMILIES AND CARERS

- Establish fair, respectful, trusting and constructive relationships with families and parents/carers, and communicate sensitively and effectively with them.
- To work in partnership with parents / carers and other family members, providing informal opportunities through which information about children's well-being, development and learning can be shared to improve outcomes.

QUALIFICATIONS, TRAINING AND LIKELY ABILITIES

- Equivalent to NVQ level 2 or higher qualification.
- Have considerable experience of working to support children/pupils learning.
- Have an understanding of schools' policies in SEND and inclusion.
- Able to meet the needs of children with communication and interaction difficulties.
- Have understanding of and experience of ICT as a learning tool.
- Good communication and listening skills and able to present information, verbally and in writing.
- Have additional communication skills - e.g. Makaton.
- Able to take responsibility for an area of learning/development for the provision.
- Able to organise and lead activities for parents and/or children.
- Relates well to children, parents, staff and other professionals.
- Able to exercise initiative and independent action.

- Be pro-active in offering ideas and contribute to review of the provision.
- Able to adapt teaching styles to the needs of groups or individual pupils.
- Be committed to professional development and training.
- Following training and risk assessment, be able to carry out specialist medical/health care /or operate specialist equipment related to health.

SAFEGUARDING CHILDREN & SAFER RECRUITMENT

All schools in The Stour Federation Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment. The class teacher plays a role in this within the school and the post is subject to enhanced DBS disclosure, prohibition and disqualification checks.

The Stour Federation will ensure that :

- The policies and procedures relating to safeguarding and safer recruitment and adopted by the governing body are fully implemented and followed by all staff;
- Sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities in relation to safeguarding, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children.

ADDITIONAL DETAILS

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This job description will be reviewed annually and the CEO reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

* Under S133 of the Education Act 2002, **specified work** is defined as :

1. Planning and preparing lessons and courses for pupils.
2. Delivering lessons to pupils. Includes delivery via distance learning or computer aided techniques.
3. Assessing and recording the development, progress and attainment of pupils.
4. Reporting on the development, progress and attainment of pupils.

'Pupils' includes work with individual pupils as well as groups and whole classes.

To be a member of a multi-disciplinary team and will work under the leadership of a qualified teacher assigned to the class or group. He/she will operate with a high level of delegated authority under an agreed system of supervision.

(Under the Education (Specified Work and Registration) Regulations 2003 and its accompanying guidance, each class or group for timetabled core and foundation subjects and RE must be assigned a qualified teacher to teach them).