

## JOB DESCRIPTION

<b>School:</b> Addington School	<b>Location:</b> Main Site, Woodley, Reading, Berkshire Early Years Centre, Farley Hill
<b>Job Title:</b> TA – PE & Outdoor Learning 32.5 hours per week, term time only plus 5 INSET days	<b>Grade / Salary Range:</b> Scale 5 SCP 12 – 17 plus SEN Allowance

### JOB PURPOSE

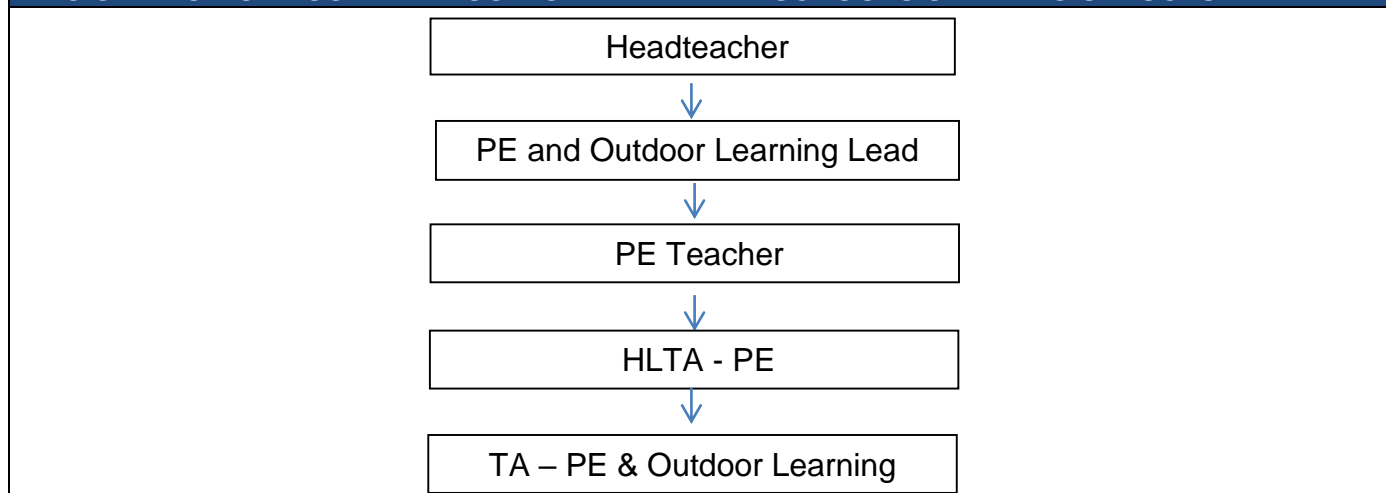
To support teachers in providing high quality PE and Outdoor Learning lessons, and offsite opportunities for the pupils of Addington School.

### NOTE

At Addington School there are three levels of support staff

- 1- Higher Level Teacher Assistant HLTA
- 2- Teacher Assistant TA
- 3- Learning Support Assistant LSA

### DESIGNATION OF POST AND POSITION WITHIN THE SCHOOLS STAFFING STRUCTURE



### MAIN DUTIES AND RESPONSIBILITIES

#### Teacher Support:

- To support in the delivery of high quality PE lessons
- Support the teacher in lessons to measure and capture progress on a digital format
- To take responsibility for reporting and recording the additional curriculum elements of PE and Outdoor Learning
- Lead groups for PE and Outdoor Learning lessons and activities during; lessons, playtimes and out of school hours
- Set out and store large heavy equipment and apparatus required for use by pupils and teachers
- Adapt and/or interpret lessons and instructions for pupils
- Assist the teacher with general management and engagement of pupils with behaviour difficulties and implementation of Therapeutic Support Plans

- Prepare the classroom/activity space and maintain a tidy environment at all times
- To act up as a Teacher when required

### **Department Support:**

- Liaise with class staff, pupils and external providers
- Compile risk assessments and add off-site risk assessments onto Evolve (online system)
- Lead groups of students on an offsite trips
- Help organise whole school sporting events on and off-site (sports day, healthy lifestyles week, inter-house events etc.)
- To liaise with parents, especially at parents evenings and via e-mail when organising events
- Order and replace equipment when needed
- Support the organisation and delivery of the Duke of Edinburgh Programme, including supporting expeditions out of normal school hours
- On occasions you will be required to support across the school in a non-PE role to ensure staffing levels are appropriate to keep all pupils safe in classrooms

### **Pupil Support:**

- Be aware of physical and medical needs. Ensure correct positioning of pupils to maximise learning
- If necessary, to oversee or administer drugs e.g. Ventolin inhalers, Buccal Midazolam, Adrenaline – with training
- Administer complex feeding programmes – with training
- Teach Teach – to train in the philosophy and techniques of team teach and implement this in the whole school environment
- Manual Handling – to train in and implement safe manual handling techniques
- To ensure that all LSA's in the class/lesson have appropriate training for pupils needs
- Develop communication with parents through home/school diaries, class e-mail and in person
- Participate in parents' evenings/review meeting and with families/professionals
- Give support, as appropriate for individual physiotherapy, SaLT or OT programmes and help by moving pupils and equipment around the room including safe movement of pupils
- Be sensitive to differing religious beliefs and cultures and be mindful of equality
- Use AAC systems at all times and provide support for pupils who require the use of high tech aids for communication
- Support inclusion programmes
- Help pupils with the broad range of independence skills including care of personal belongings
- Undertake toilet routines and programmes, including the changing of soiled clothing and wiping up spillage as necessary
- Respond to and take care of pupils when vomiting, dribbling or other various bodily fluids

### **General:**

- To take on a whole school or department-wide responsibility/agreed area
- Work in line with statutory safeguarding guidance (i.e. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Retain confidentiality about all aspects of school life
- Collect pupils and take to and from transport and support the greeting routines, register, morning break and lunch arrangements. Prepare pupils and activities for transition during the day
- Maintain Health & Safety standards and a high level of hygiene
- Attend in-service training days and after school training (twilights)
- Contribute to staff training as and when appropriate



- Raise areas of individual staff development through your line manager, including performance management
- Work within a multi-professional team
- Undertake related duties as requested by the Headteacher or your line manager, within the spirit and scope of this job description.

**PLEASE NOTE**

Working with Special Educational Needs students requires a particular understanding and appreciation of the individuals' needs and circumstances. The students that attend our school all require a greater degree of support due to their physical, learning and/or communication needs. They face significant challenges when accessing the world around them and it is our role as professionals to facilitate and enhance their experience. A broad spectrum of training will be provided on how to support the particular needs of our students.

The work will necessarily involve sitting at low tables, on the floor and may involve the manual handling of students. The environment is designed to be accessible to all, however there may be times when it is noisy and busy.

In some cases, students may display behaviours that challenge. On rare occasions these behaviours may result in verbal aggression and/or physical assault/violence towards staff.

It should be understood that this is a response to the world around them and their challenges interacting with it. We acknowledge that this can be challenging for staff and is therefore emotionally and physically demanding. We promote a culture of wellbeing for all and as staff your needs are included in this. To ensure that your emotional, physical and spiritual needs are also met, you will be able to access training, coaching and counselling services as required.

This is not an exclusive or exhaustive range of responsibilities, rather an indicative list. You may be required to carry out further duties as reasonably required and commensurate with the position.

**Employee Signature:** .....

**Print Name:**

**Date:**

## PERSON SPECIFICATION

<b>Job Title:</b> <b>TA – PE and Outdoor Learning</b>
<b>Reports to (job title):</b> <b>PE Teacher</b>

- \* E = Essential Criterion (required at point of recruitment)  
 D = Desirable Criterion (can be developed over time)

KEY CRITERIA	
* E / D?	
<b><u>Qualifications and Experience</u></b> <ul style="list-style-type: none"> <li>• PE or Sports Science Qualification at Level 3 or above</li> <li>• Good standard of general education – i.e. 5 GCSEs Grade 9-4/A-C including Maths and English or equivalent Level 2 qualification</li> <li>• Coaching Awards, including NGB</li> <li>• Lifeguarding Qualification</li> <li>• Duke of Edinburgh related qualifications</li> <li>• Swimming teacher qualification</li> <li>• Experience working with pupils with SEND</li> <li>• Coaching or teaching young people in PE and Sports</li> <li>• Leading Outdoor activities</li> <li>• Involvement with the Duke of Edinburgh Programme</li> <li>• Specific SEND training</li> </ul>	<ul style="list-style-type: none"> <li>• D</li> <li>• E</li> <li>• D</li> <li>• D</li> <li>• D</li> <li>• D</li> <li>• E</li> <li>• E</li> <li>• D</li> <li>• D</li> <li>• D</li> </ul>
<b><u>Knowledge, skills and abilities</u></b> <ul style="list-style-type: none"> <li>• Knowledge of school curriculum</li> <li>• Effective written communication with parents and professionals</li> <li>• Excellent communication and interpersonal skills</li> <li>• Knowledge and understanding of the rules and regulations of a wide range of sports</li> <li>• Physical ability to demonstrate and participate in sports lessons</li> <li>• Physical ability to respond to manual handling and difficult and dangerous pupil behaviour with appropriate training</li> <li>• Physical ability to support pupils with SEND in all areas of the curriculum</li> <li>• Ability to work in a team environment</li> <li>• Ability to use initiative</li> <li>• Proficient in use of IT (e.g. Microsoft Office, Email, Online software systems)</li> <li>• Knowledge of strategies to engage pupils with Special Educational Needs</li> </ul>	<ul style="list-style-type: none"> <li>• E</li> <li>• E</li> <li>• E</li> <li>• E</li> <li>• E</li> <li>• E</li> <li>• E</li> <li>• E</li> <li>• E</li> <li>• E</li> <li>• E</li> <li>• D</li> </ul>
<b><u>Work-related Personal Qualities</u></b> <ul style="list-style-type: none"> <li>• Calm under pressure, adaptable with a commitment to getting the best outcomes for all pupils</li> <li>• A caring and positive attitude</li> <li>• Active listening skills and expertise in understanding the needs of pupils</li> <li>• A positive approach to behaviour management</li> <li>• Ability to problem solve</li> <li>• A commitment to maintaining confidentiality at all times</li> <li>• Lead and direct LSAs</li> </ul>	<ul style="list-style-type: none"> <li>• E</li> <li>• E</li> <li>• E</li> <li>• E</li> <li>• E</li> <li>• E</li> <li>• E</li> </ul>



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<ul style="list-style-type: none"> <li>• Confident to deliver training to small groups of LSAs</li> <li>• Flexible approach to work is essential</li> <li>• Ability to use initiative</li> <li>• Resilient, positive and enthusiastic about making a difference</li> <li>• Flexible, adaptable and organised approach to work</li> </ul>	<ul style="list-style-type: none"> <li>• D</li> <li>• E</li> <li>• E</li> <li>• E</li> <li>• E</li> </ul>
<p><b><u>Other Work-related Requirements</u></b></p> <ul style="list-style-type: none"> <li>• Aptitude for sports</li> <li>• Driving licence</li> <li>• Be able to/willing to drive the school minibuses</li> <li>• Training in positive behaviour techniques</li> <li>• First aid qualifications</li> </ul>	<ul style="list-style-type: none"> <li>• E</li> <li>• E</li> <li>• E</li> <li>• D</li> <li>• D</li> </ul>