

Job Profile

Job Title: Teaching Assistant with Lunchtime Supervisor responsibilities

Reports to: Year Leader/Deputy Head

Location: Arundel Court Primary, Portsmouth, but required to work at any academy where business is conducted that is within reasonable distance of the school.

Function of the post:

Contribute to the pupil's development including their physical and mental well-being in supporting the teaching and learning in the class room, providing general and specific assistance to pupils, under the direction and guidance of the Class teacher. This will involve providing assistance to the Class teacher in supporting pupils on a one-to-one or small group basis, across a wide range of activities and supported learning activities, including the preparation and maintenance of resources.

Principal Accountabilities for Teaching Assistant:

1. In liaison with, and under the guidance of the Class Teacher and following best practice, appropriately support pupils on an individual or small group basis to understand instructions, and complete activities, encouraging and developing independent learning and inclusion of all pupils to ensure progression and continuity.
2. Assist with learning across the whole curriculum to support learning outcomes using the teachers planned teaching and learning method, supporting pupils in the use of ICT and the promotion of IT as a tool to enable learning.
3. Take responsibility for the classroom, preparing and clearing away materials and resources as required, and creating a positive visual impact that supports a learning environment in which pupils can excel and in which they can learn safely.
4. Contribute to the pupil's personal development and their physical and mental wellbeing, promoting and instilling appropriate behaviours, and keeping pupils on task, using School and Trust policies and procedures to achieve this.
5. Support the social and emotional well-being of pupils, providing positive feedback and praise to reinforce and sustain their efforts and develop self-reliance and self-esteem; report problems to the teacher, or as appropriate and in-line with School policy and procedures, such as health and safety, safeguarding, and behaviour management.
6. As directed by the Class Teacher, monitor pupils' responses to learning and feedback to the teacher on pupils' progress and record basic pupil data in line with School procedure.

7. Assist in play-time supervision including facilitating games and activities, encouraging and promoting independence for pupil development as appropriate, and dependent on year group, assist pupils with eating, dressing and hygiene.
8. Support the learning of children, including implementing intervention programmes, in order to meet targets as required by the Special Educational needs and disability Code of Practice and as identified on the pupil's plan, including completing the appropriate paperwork.
9. Assist with special activities and extracurricular activities across the Academy, such as sports days, plays, concerts, open days, day trips, educational visits.
10. Assist with general lunchtime supervision duties as required.
11. Provide general administrative support and attend meetings and training sessions as required and directed by your line manager or Headteacher.
12. Manage and support intimate care of our children as needed and in line with our school Intimate Care policy

Principle Accountabilities – Lunchtime Supervisor:

As a Lunchtime Supervisor, you will be responsible for supervising in the hall for school lunches or classrooms for packed lunches, ensuring that during the lunch periods pupils are in a clean and safe environment. In addition, pupil behaviour whilst eating and playing should be in line with the standards expected of the School, and that pupils are ready to return to class on time. You will be expected to engage with pupils on the playground and lead activities or games with which they can engage.

Other Duties:

You are required to undertake such other duties appropriate to the grade and content of the work as may reasonably be required of you. Therefore, the list of duties in this job profile should not be regarded as exclusive or exhaustive. Please note that, in consultation with you, The University of Chichester Academy Trust reserves the right to update your job profile to reflect changes in, or to, your post.

Equality and Inclusion:

We believe that everyone has the right to be treated equally and that the diversity of individuals and groups should be embraced, valued, and respected. We are committed to eliminating any form of discrimination be it direct, indirect, harassment or victimisation, and to support this the School has a number of policies that you should ensure you are familiar with and compliant to. All policies are available from the Headteacher. Any breaches may lead to termination of employment.

Right to Work:

Current British and European Law states that a person cannot be employed to this post if they do not have permission to live and work in the UK. For further guidance and information contact the Headteacher.

Health & Safety:

To ensure an effective and safe environment that promotes the welfare of children and staff, you will take responsibility to be aware of the risks in the work environment and their

potential impact on your own work and that of others. You should familiarise yourself with the School's Health and Safety policies.

Sustainability and Environment:

The University of Chichester Academy Trust is committed to sustainable development and environmental initiatives and supports the School in continuously seeking to find ways to improve its environmental performance. Staff are required to support these aims.

Data Protection:

You will be responsible for ensuring that workplace responsibilities such as confidentiality, treatment of personal information and records management are carried out in compliance with the requirements of the Data Protection Act 2018 and the Employment Practices Data Protection Code 2002.

Safer Recruitment:

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment

Staff will be subject to a satisfactory Disclosure Service certification as part of the recruitment process. Further information about the Disclosure and Barring Service is available from the DBS website at www.homeoffice.gov.uk/dbs

Principal Attributes and Person Specification:

Essential requirements are those, without which, the candidate would not be able to do the job. It is expected that the post holder will have the knowledge and qualifications indicated or equivalent qualifications and experience.

Desirable requirements are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

	Essential	Desirable	Evidenced through
Knowledge and Qualifications	<p>GCSE Grade C or above in Mathematics and English Language, or equivalent qualification or skill level.</p> <p>Knowledge of the National Occupational Standards for Supporting Teaching and Learning at level 2.</p> <p>General understanding of effective strategies that underpin positive behaviour at primary school level, and which recognises and rewards effort and achievement.</p> <p>General awareness of the current Special Educational needs and disability Code of Practice.</p> <p>Qualified as a First Aider at Work, or willingness to train.</p>	<p>Knowledge of current national policies relevant to safeguarding and health and safety within a primary school environment.</p> <p>Awareness of the primary national curriculum.</p>	Application Interview References
Skills	<p>Good interpersonal and communication skills that enable instructions to be understood by pupils at differing levels and promotes learning and understanding</p> <p>Ability to communicate effectively and build good working relationships with staff, parents, carers and other stakeholders relevant to the post</p> <p>Relevant skills to follow and deliver teachers plans and intervention programmes plan successfully</p> <p>Relevant skills that enable effective review and feedback on child progress</p> <p>Computer literate with the ability to positively promote the use of ICT in pupil learning</p>	<p>Ability to adapt the support to ensure personalised learning that is motivating, engaging and fun</p> <p>Cleaning skills appropriate to ensure good hygiene during meal times</p>	Application Interview References

	<p>Problem solving skills that enable a pro-active and effective approach in supporting individual pupils for continued improvement</p> <p>Ability to encourage and support children in engaging in games and activities that promote physical activity and support the children in learning to play together.</p> <p>Spelling and mathematics skills to effectively support pupils</p>		
Experience	<p>Establishing positive relationships with children which encourages and enables child development</p> <p>Experience of implementing strategies to promote positive behaviour</p> <p>Working with young children in a relevant environment</p>	<p>Teaching Assistant experience in a primary school setting, ideally within an academy</p> <p>Experience of successfully delivering a specific programme of support to an individual or small group of children</p>	<p>Application Interview References</p>
Personal attributes	<p>Positive and approachable, with patience and the presence to inspire confidence and trust, combined with an enthusiasm to see children progress and develop</p> <p>Strong working ethos with a high level of commitment to the school and its values, with a flexible approach to work as the needs and demands of the school fluctuate</p> <p>Adaptable and sensitive when dealing with challenging situations, with the ability to be reflective, self-critical, responsive to feedback and understand the need for confidentiality</p> <p>A nurturing nature which will support and develop the well-being of all pupils</p> <p>Ability to work effectively as part of a team and form positive relationships with pupils, parents and carers, colleagues and the wider community</p>		<p>Interview References</p>