

JOB DESCRIPTION

School: Brookfields School Location: Tilehurst, Reading	Grade: C Salary Range: 3-5 plus SEN point
Job Title: Teaching Assistant	Structure: Head of Key Stage / Class Teacher / LSA / TA

JOB PURPOSE

- ☐ To support the vision and moral purpose of the school and consistently promote positive values, attitudes and behaviour
- ☐ To support the Class Teacher / Learning Support Assistant in the smooth and effective running of the class
- ☐ To support pupils in their learning and development, in small groups or with individual pupils as directed, treating them with respect and consideration
- ☐ To help raise standards of achievement for all pupils
- ☐ To encourage all pupils to participate in all aspects of school life
- ☐ To encourage the social and emotional development of pupils
- ☐ To help pupils to become as autonomous and as independent as possible

All pupils at the school have a right to a broad, balanced, stimulating and relevant curriculum regardless of their background, culture or ability. Each pupil is valued for who they are and what they bring to the school. We appreciate and celebrate the richness of diversity within the school community as well as the wider community. Through the work we do across the school on developing Values, we actively promote the importance of tolerance, co-operation, courage, determination, friendship and respect. Through this approach, pupils develop independence, confidence and integrity which prepares them for their future lives.

MAIN DUTIES AND RESPONSIBILITIES

Working under the direction and supervision of a Class Teacher or Learning Support Assistant:

- ☐ To support and contribute to the health, wellbeing and safeguarding the welfare of children, reporting any concerns to a senior member of staff.
- ☐ To maintain confidentiality at all times.
- ☐ To positively support the ethos of the school. Be aware of and work within the Code of Conduct, school policies and guidelines at all times.
- ☐ To provide general support to the Class Teacher in the management and organisation of the pupils
- ☐ To safely support the management of learning activities, the teaching space and resources in the school, contributing to the preparation of teaching resources / materials, preparing the classroom for lessons ensuring that resources are in place and cleared away at the end of the session as appropriate. To prepare corridors to the standard as directed by the class teacher.
- ☐ To develop positive activities for the pupils and establish constructive relationships with them.
- ☐ To communicate effectively and sensitively with pupils to support their learning
- ☐ To encourage pupils to interact and work co-operatively with others and engage in all activities.
- ☐ To contribute to discussions, with the Class Teacher and Learning Support Assistant, on the development of work programmes, work activities and support programmes for pupils
- ☐ To monitor pupils' responses to learning and provide feedback to both pupils and Class Teachers, supporting Class Teachers in evaluating pupils' progress.
- ☐ To contribute to maintaining records of pupils' progress, if required
- ☐ To provide general admin support to the Class Teacher eg photocopying, filing, laminating, collecting money etc.
- ☐ To have basic ICT skills promoting the use of ICT in learning activities.
- ☐ To promote and support diversity and the inclusion of all pupils in the learning activities in which they are involved, promoting equal opportunities for all pupils
- ☐ To respect pupils' social, cultural, linguistic, religious and ethnic backgrounds
- ☐ To deal with personal care needs of pupils, including intimate care where needed, following school procedures. This might also include assisting children with personal cleanliness, dressing and

undressing as appropriate.

- ☐ To follow the guidelines for individual support, care needs and medical interventions (including but not exclusively gastro feeding, administering drugs) undertaking any required training.
- ☐ To follow written individual therapy programmes under the guidance of the therapists in the school. (Including but not exclusively Physio, SALT, OT and specialist feeding programmes).
- ☐ To ensure pupils are moved according to their written manual handling care plans, raising any concern with the Moving and Handling Advisor.
- ☐ To engage with pupils during lesson and break/lunch times, promoting their independence and communication as outlined in the School's curriculum aims and pupils' Individual Education Plans.
- ☐ To promote independence and employ strategies to encourage self-reliance
- ☐ Staff are expected to participate in all aspects of the curriculum and school life including but not exclusive to swimming and learning outside the classroom activities.
- ☐ In consultation with the Class Teacher, establish constructive relationships with parents / carers, maintaining a professional relationship at all times.
- ☐ To actively participate within the whole school team, develop good relationships and promote harmony in the school.
- ☐ To follow the Health and Safety procedures to ensure the safety of pupils and staff.
- ☐ To encourage good behaviour in line with the school's policy and procedures
- ☐ To model, support with the supervision of, and encourage good behaviour amongst pupils
- ☐ To have high expectations of all pupils and assist the promotion / reinforcement of pupils' self-esteem in line with Therapeutic Thinking
- ☐ To be committed to raising the educational achievement of pupils.
- ☐ To work collaboratively with colleagues.
- ☐ To work with individuals or small groups under the supervision of the Class Teacher.
- ☐ To maintain a safe environment for pupils, staff and visitors to the school.
- ☐ To carry out all aspects of the role effectively and to seek help, advice or guidance when necessary.

Other requirements of the post

- ☐ Sharing of the authority's commitment in safeguarding and promoting the welfare of children and young people.
- ☐ Staff to read and be aware of all details in the School Handbook; to understand and follow the principles set out in The Aims of the School and the Code of Conduct eg Attendance Procedures, Mobile Phone Statement, Social Media Policy.
- ☐ Staff to maintain a professional relationship with other members of the team.
- ☐ Any other duties as directed by the Class Teacher / Learning Support Assistant that are commensurate with the responsibilities of the role.
- ☐ Staff to participate actively in the performance management process agreed in school.
- ☐ Staff to play a full and active part in the life of the whole school, including outside activities.
- ☐ Staff to attend all appropriate training as directed and incorporate learning within work, demonstrating good practice to other staff.
- ☐ Staff to attend external training courses, which relate directly to the role and when agreed.
- ☐ Staff to attend all whole school INSET days/twilight sessions.
- ☐ Staff to not take any annual leave during term time.

SCOPE OF JOB (Budgetary / Resource control, Impact)

- ☐ No direct budgetary responsibility

PERSON SPECIFICATION

E = Essential Criterion (required at point of recruitment)

D = Desirable Criterion (can be developed over time)

Essential	Desirable
Qualifications	
Good numeracy and literacy skills	GCSE Grade A-C / 9-4 or equivalent in Literacy and Numeracy
	Makaton or other sign language
	Childcare qualification
	ICT qualification
	Training in relevant strategies – literacy, TEACHH, PECS
	First Aid Qualification
Experience / Knowledge	
Understanding the child protection, safeguarding and bullying issues and able to demonstrate understanding of own accountabilities	Experience of working with children with SEND
Knowledge of the key factors that can affect the way pupils learn to enable working at an appropriate level and pace to allow pupils to make maximum progress	Have an understanding of the importance of lesson planning, IEPs and learning objectives to contribute to learning
Awareness of and willing to promote the School's social inclusion policies and practices	NVQ or equivalent in relevant area
Proven successful experience of working or caring with children in an education setting	Understanding of relevant policies / codes of practice and awareness of relevant legislation eg Safeguarding
Experience of working with children	
Basic understanding of child development	
Understanding of an commitment to work within the scope of the school's equal opportunity policy	
Skills and Abilities	
Ability to make use of ICT to support pupil's learning	Able to implement a range of Teaching and Learning strategies
Able to confidently and competently apply knowledge and skills acquired from training into a practical classroom context	Ability to support pupils with behaviours appropriate in all areas of the school
Ability to motivate and encourage pupils	Effective use of ICT to support learning
Ability to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within those responsibilities	
Ability to communicate effectively with a range of people	
Good listening skills and the ability to follow instructions	
Well organised, practical and calm under pressure	

Ability to use own initiative and confident	
Patient and resilient	
Adaptable and flexible approach to work and task in all locations of the school	
Willingness and ability to learn new skills in related to SEND including medical and personal care needs; the ability to evaluate own learning needs	
Able to form, relate and maintain effective inclusive and appropriate professional relationships and boundaries with children and parents	
Additional Factors	
Actively enjoys working with children and has empathy with pupils and is sympathetic to their needs	
Professionally discreet and able to respect confidentiality for pupils and staff	
Firm sensitive and effective approach to school boundaries	
Commitment to promoting and safeguarding the welfare of children	
Work in line with the school's behaviour policy	
Willingness to work as part of a team across the school	
DBS check and suitability to work with children	
Having a caring and positive nature	
Prompt and reliable approach to work	
Prepared to undergo training appropriate to the post	
Willingness to attend and complete all mandatory training	
Able to manage the physical aspects of working with children with SEND (such as floor work, manual handling, standing for prolonged periods, toileting and changing)	
This role has been identified as public facing in accordance with Part 7 of the Immigration Act 2016, and therefore the ability to fulfil all spoken aspects of the role with confidence in English will be required. Conversing at ease with members of the public (including pupils), providing advice and using any specialist terminology appropriate to the role is essential to the post.	