

**SUPPORT STAFF
JOB DESCRIPTION**

ROLE TITLE	Teaching Assistant
LOCATION	The Bridge Special School
GRADE / SCALE POINT – SALARY	Grade 3
REPORTING TO	Headteacher

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

JOB PURPOSE

To work under the direction of the teacher, whether with the whole class, a small group or an individual pupil using some expertise and/or specialism. All duties will be carried out within recognised procedures or guidelines. The work will involve responding independently to some problems and situations although the post holder has access to a teacher for advice and guidance on unusual or difficult problems. This post does not carry a requirement to supervise others, but the post holder may demonstrate tasks to new colleagues or give advice and guidance to others.

KEY TASKS & RESPONSIBILITIES

Support for pupils

- Undertake a range of tasks to support learning e.g. supporting literacy and numeracy
- Work with pupils, either one-to-one or in small groups, who have identified learning differences.
- As appropriate, look after sick/upset pupils and attend to physical needs
- Undertake first aid

Support for the teacher

- Provide support for the teacher during lessons, e.g. through directed work , supervising groups of pupils whilst the teacher is carrying out assessments
- Maintain records of pupil needs and progress
- Assist teaching staff to ensure that the aims and objectives of the school are achieved

Support for the curriculum

- Undertake tasks which support the curriculum and assist with events which are organised as part of the curriculum.
- Support implementation of Government initiatives under the direction of the teacher

Support for the school

- Attend and contribute to review meetings if required by the headteacher

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Actively contribute to and promote the overall ethos and values of the School and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the Headteacher or any other member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
KNOWLEDGE		
Technical or Specialist	<ul style="list-style-type: none"> • Experience of working with pupils in a school setting • Knowledge and use of a range of equipment • Basic knowledge of first aid • Recognised competence in literacy and/or numeracy 	<ul style="list-style-type: none"> • Broad awareness and understanding of medical conditions such as asthma, epilepsy etc • Awareness of health and safety procedures • Experience of one to one support, where appropriate • NVQ2 or equivalent in related area
Literacy and Numeracy	<ul style="list-style-type: none"> • Ability to read and understand instructions • Ability to complete reports such as incident report form, behaviour diary, progress report etc 	
Organisational		<ul style="list-style-type: none"> • Knowledge of school policies and procedures
Research	<ul style="list-style-type: none"> • Assist teacher with information gathering and resources as appropriate 	
Problem Solving	<ul style="list-style-type: none"> • Ability to recognise and resolve or report problems 	
Creative Thinking	<ul style="list-style-type: none"> • When supervising / working with small groups of pupils the post holder must be able to adapt support given to pupils depending on age and/or ability • Assist teacher in creating a positive learning environment 	
Interpersonal and Communication	<ul style="list-style-type: none"> • Sensitivity to pupils' needs • Advising and guiding pupils on the best way to handle situations, under the teacher's direction • Encouraging pupils to participate in or complete tasks 	

	<ul style="list-style-type: none"> • Ability to conciliate between pupils in playground or classroom disputes • Providing basic advice to other Teaching Assistants • Ability to communicate clearly • Ability to encourage participation and give feedback to pupils • Ability to maintain appropriate level of confidentiality • Attending and contributing to review and other meetings, as appropriate • Administering reading and spelling tests, under the direction of the teacher • Assist with the induction of new Teaching Assistants 	
Keyboard		<ul style="list-style-type: none"> • Ability to use keyboard and mouse required if supporting pupils using IT equipment
Manual Skills	<ul style="list-style-type: none"> • Use of guillotine, craft knives, glue guns etc when displaying work or assisting pupils in practical lessons • Help pupils to use tools and equipment as required to support learning 	
Level of Autonomy	<ul style="list-style-type: none"> • Work is covered by set policies and procedures • Teaching Assistants at this level will have a greater level of autonomy than those at level 2, although their work will still be managed by the teacher or a more senior teaching assistant • Able to work with small groups of pupils when carrying out specific tasks or on field trips etc • Able to supervise larger numbers of pupils when during break/lunchtime • Able to make decisions on when to refer queries/problems to another member of staff 	