

## **Job profile**

**Job Title:** Teaching Assistant

**Reports to:** Year Leader / Deputy Head Teacher

**Location:** Stamshaw Junior School, 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 pupils' development including their physical and mental well-being, by supporting teaching and learning in and out of the classroom, including the preparation and maintenance of resources. Providing general and specific assistance to a pupil or group of pupils under the direction and guidance of the Class Teacher or Deputy Head Teacher. You will support pupils on small group or a one-to-one basis when appropriate, across a wide range of activities and supported learning activities, to enable them to achieve their targets.

### **Principal Accountabilities:**

1. In liaison with, and under the guidance of the Class Teacher and Deputy Head Teacher, as appropriate and following best practice, support the pupils on an individual or small group basis, to understand instructions and complete activities, designed to address the pupil's specific individualised needs (learning, communication, sensory, emotional, medical or physical).
2. In liaison with the Class Teacher and, when appropriate, Deputy Head Teacher/ SENCo, ensure safeguarding and wellbeing in school promoting inclusion and acceptance of all pupils.
3. Assist with the preparation of materials and activities to support learning outcomes, including using the Class Teacher's planned teaching and learning method. This should include supporting pupils using ICT and the promotion of IT as a tool to enable learning.
4. Contribute to all pupil's development including those detailed in any individual SEN/EHC plan or other relevant plans (e.g. ISP, PSP, IBP), ensuring that progression and independence is promoted. This may include maintaining daily record of contact and interventions programme records and maintaining regular contact with the parents/carers of the pupil.
5. Support pupils in social and emotional well-being, generally providing them with positive feedback and praise to reinforce and sustain pupil's efforts and develop self-reliance and self-esteem; report problems to

the Class Teacher or as appropriate and in-line with school policy and procedures, such as health and safety, pupil protection, behaviour management.

6. Support the school in implementing a consistent behaviour policy, encouraging excellent behaviour through positive feedback and praise, reinforcing school rules and procedures with clear expectations, and raising concerns about any behaviours with the class teacher.
7. Participate, when necessary, in review meetings that enable progress of pupils to be tracked and new targets put into place, to include, under the direction of your Line Manager, liaison with appropriate external agencies and action and delivery of advice and strategies received.
8. As directed by the line manager, monitor pupils' responses to learning and feedback to the Class Teacher on pupils' progress and record basic pupil data in line with school procedure.
9. Assist in play-time and/or lunchtime supervision, including facilitating games and activities, encouraging and promoting independence for pupil development as appropriate and, dependent on needs, assist pupils when necessary with eating, dressing and personal hygiene needs (this may include intimate personal hygiene) and/or physical support for those with motor difficulties (this may include some manual handling transfers).
10. Support the learning of pupils, 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, completing the appropriate paperwork.
11. Assist with special activities and extra-curricular activities across the school, such as sports days, plays, concerts, open days, day trips, and educational visits.
12. Attend meetings and training sessions as required and agreed with your line manager.
13. Undertake other various responsibilities as directed by the Head Teacher, SENDCo and Senior Leadership team.

### **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 Head of School. 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 Head of School.

### **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:**

The University of Chichester Academy Trust is 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.

New members of staff will be required to apply for Disclosure Service certification as part of the School's staff recruitment process. Further information about the Disclosure and Barring Service is available from the DBS website at [www.homeoffice.gov.uk/dbs](http://www.homeoffice.gov.uk/dbs). Under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1075, applicants for teaching posts are among those who are not entitled to withhold information about any previous criminal conviction.

**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.

	<b>Essential</b>	<b>Desirable</b>	<b>Evidenced through</b>
<b>Knowledge and Qualifications</b>	<p>GCSE Grade C or above in Mathematics and English Language, or equivalent qualification or skill level</p> <p>Awareness 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>Higher qualifications relevant to the duties of the post</p> <p>Knowledge of safeguarding &amp; Health and Safety requirements within a primary school environment</p> <p>Awareness of the primary national curriculum</p> <p>Specific knowledge relating to SEN interventions</p> <p>Paediatric first aid</p> <p>Willingness to train or experience of supporting children with medical needs</p>	<p>Application Interview References</p>
<b>Skills</b>	<p>Good interpersonal and communication skills that enable instructions to be understood by pupils at differing levels that promotes learning and understanding</p> <p>Ability to implement consistent and positive behaviour management strategies</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 a pupil's progress</p> <p>Problem solving skills that enable a pro-active and effective approach in supporting individual pupils for continued improvement</p>	<p>Ability to adapt the support to ensure personalised learning that is motivating, engaging and fun</p>	<p>Application Interview References</p>

	<p>Computer literate with the ability to positively promote the use of ICT in pupils learning</p> <p>Good spelling skills</p>		
<b>Experience</b>	<p>Evidence of establishing and maintaining positive relationships when supporting an individual pupil or groups in different settings that encourages and enables pupil development</p> <p>Experience of successfully implementing strategies that promote positive behaviour</p> <p>Working with young children in a relevant environment</p>	<p>One to One, group and class Teaching Assistant experience in a primary school setting</p> <p>Experience of working within an Academy</p> <p>Experience of successfully delivering a specific programme of support to an individual pupil, including SALT programmes</p>	<p>Application Interview References</p>
<b>Personal attributes</b>	<p>Positive and approachable, with patience and the presence to inspire confidence and trust, combined with an enthusiasm to see pupils progress and develop</p> <p>Willing to work flexibly as the needs and demands of the Academy fluctuate</p> <p>Adaptable and sensitive when dealing with demanding situations.</p> <p>Remain calm in challenging circumstances with the ability to be reflective, self-critical and to respond to feedback, understanding the need for confidentiality</p> <p>A nurturing nature which will support and develop the wellbeing of pupils.</p> <p>Strong working ethos with a high level of commitment to the Academy and its values</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>Pro-active, enthusiastic and creative team player who is both adaptable and flexible</p>		<p>Interview References</p>