

# EMMANUEL COMMUNITY SCHOOL

*The school is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

**Name:**

**Title of Post:** Teaching Assistant

**Responsible to:** Class Teacher (class-based, including day-to-day issues relating to any children with special educational needs)  
Inclusion Coordinator (for specific special educational needs support issues)

**Hours of duty:** 36 hours per week (44.7 weeks per year)

**Purpose of Job:** To work under the instruction/ guidance of teaching staff/senior staff to undertake work/care/support programmes, to enable access to learning for pupils, including any with special educational needs and to assist the teacher in the management of the classroom. Work may be carried out in the classroom or outside the main teaching area.

## Support for Pupil(s)

- Establish positive relationships with all pupils, encouraging them as independent learners, responding appropriately to their individual needs and acting as a role model.
- Attend to pupils' personal needs including health, physical hygiene, personal care, first-aid and welfare matters, being particularly attentive to the needs of focus pupil(s), as required.
- Under the direction of the class teacher and inclusion coordinator supervise and support pupil(s) towards independence, whilst ensuring their safety and access to learning.
- Assist with the implementation of targets within pupils' Individual Education Programme(s) (IEP) and /or statement(s) under the direction of the inclusion coordinator/class teacher
- Promote the inclusion and acceptance of all pupils.
- Attend relevant training as required, in support of your role.
- Be aware of, and implement, medical protocols as required.
- Provide absence cover for other TAs and LSAs, some of which will involve working with individual children.

## Support for Teachers

- Support pupil'(s)'/the focus pupil'(s)' progress and achievements reporting to the class teacher or inclusion manager and maintaining appropriate records as required.
- Support the teacher in the management of behaviour issues in the class/ and of the focus pupil(s), as appropriate
- Assist with resources and displays to promote learning and support the maintenance of the class' and school's orderly learning environment.

- Use strategies to support pupils in achieving their learning goals - in liaison with the class teacher or inclusion leader.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- Provide clerical/administrative support e.g. photocopying, typing, filing.
- Help to set out and clear away equipment.

### **Support for the Curriculum**

- Prepare and maintain resources and equipment to meet learning needs, as directed by the teacher and / or inclusion leader
- Implement structured and agreed learning activities / teaching programmes under the direction class teacher and/or inclusion coordinator
- Support pupils in the use of positive learning behaviours at work and at play.
- Accompany pupils on school trips.
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, early years, planning for learning opportunities under the direction of the class teacher.

### **Support for the School**

- Contribute to the school's Christian ethos by acting as a role model.
- Be aware of and support all school policies, but particularly those relating to health safety and security, child protection, equal opportunities, confidentiality and data protection - reporting all concerns to the appropriate person
- Attend relevant meetings as required
- Appreciate and support the role of other professionals
- Participate in training and other learning activities, including performance management as required
- Assist in the supervision of pupils out of lesson times, including before and after school and during playtimes
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a pupil / pupils under the supervision of the teacher

## Person Specification

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<b>Experience</b>	<ul style="list-style-type: none"><li>• Working with or caring for children of relevant age</li></ul>
<b>Qualifications</b>	<ul style="list-style-type: none"><li>• Good numeracy / literacy skills</li><li>• NVQ 2 for Teaching Assistants or equivalent qualifications or experience</li><li>• First Aid Training as appropriate / willingness to undergo training</li></ul>
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"><li>• Suitable person to work with children</li><li>• Ability to relate well to children and adults</li><li>• Ability to work constructively as part of a team</li><li>• Ability to work under pressure</li><li>• Effective use of ICT to support learning</li><li>• Effective use of equipment such as photocopiers, DVD players and scanners</li><li>• Understanding of relevant policies and codes of practice</li><li>• General understanding of National / Foundation Stage Curriculum and other learning programmes and strategies, e.g. those relating to numeracy</li><li>• Basic understanding of child development and learning</li></ul>