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| **Job title:** Specialist Resource Provision Teaching Assistant | **Service area:** Education |
| **Post number:** | **Division:** The Winterton Federation |
| **Grade:** 4 Spine Point 5-9 | **Section/team:** Schools |
| **Overall purpose of job**  We are looking for an outstanding teaching assistant to join our new 10 place, KS2 resource base for children with cognition and learning needs. You will be joining a staff team at Winterton that puts its values at the heart of practice. Children come first and our mission is to ensure that every individual is given the chance to flourish. We pride ourselves on building strong relationships, high academic standards and being inclusive. Our values are woven through all that we do.  The successful Teaching Assistant will be able to quickly build a positive relationship with the pupils within our Cognition and learning base, promote their learning and academic progress, and support them with any special educational needs. You will be adept at engaging children with learning activities and helping them maintain focus. You will be key in supporting their success in learning. The ideal Teaching Assistant will be energetic, flexible, patient and be highly motivated to help children reach their full potential | |
| Post holders will be expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility. | |
| **Main responsibilities**  **Supporting the pupil**   * Build a positive relationship with the pupils, promoting high self-esteem, independence and social inclusion * Promote high standards of behaviour, responding to incidents in line with the federation’s behaviour policy and guidelines on physical intervention; * Assist with the development and delivery of individual education, support and care plans * Support the pupils with their social, emotional, and mental health needs, escalating concerns where appropriate.   **Teaching and Learning**   * Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase the pupil’s achievement * Contribute to the planning of differentiated learning activities for the pupils, delivering activities inside or outside the classroom * Support the teaching of a broad and balanced curriculum aimed at helping the pupils achieve their full potential in all areas of learning * Promote, support and facilitate inclusion by encouraging participation of the pupils in learning and extracurricular activities * Use effective behaviour management strategies consistently in line with the federation’s policy and procedures * Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment * Use IT skills to advance the pupil’s learning * Through observations, provide regular feedback to teachers on the pupils’ progress, attainment and barriers to learning * Monitor, record and report on progress and attainment * Read and understand lesson plans shared prior to lessons. | |
| **Working with staff, parents/carers and relevant professionals**   * Share knowledge and understanding of the pupils with other federation staff and education, health, and social care professionals, so that informed decision making can take place on intervention and provision * Communicate effectively with other staff members, pupils, and parents and carers * Keep other professionals accurately informed about performance, progress, and any areas of concern * Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers * Collaborate and work with colleagues and other relevant professionals within and beyond the federation * Develop effective professional relationships with colleagues. | |
| **Health and safety**   * Promote the safety and wellbeing of pupils * Help to safeguard pupils’ wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our federation’s child protection policy. | |
| **Professional Development**   * Help keep their own knowledge and understanding relevant and up to date by reflecting on their own practice, liaising with senior leaders, and identifying relevant professional development to improve personal effectiveness; * Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the federation; * Take part in the federation’s appraisal process. | |
| **Safeguarding**   * Work in line with statutory safeguarding guidance (e.g., KCSIE, Prevent) and our safeguarding and child protection policies * Promote the safeguarding of all pupils in the federation; * Be responsible for improving teaching through participating fully in training and development opportunities identified by the federation or as developed as an outcome of personal appraisals * Proactively participate in the federation’s appraisal policy. | |
| **Other**  * To have professional regard for the ethos, policies and practices of the federation, and maintain high standards in your own attendance and punctuation * Perform any reasonable duties as requested by the Executive Headteacher.   Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. | |

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| **WORK ENVIRONMENT** |
| **Work demands**  There are no specific deadlines other than implementing activities in school hours as directed. Disruptions may be caused by unplanned absences of staff and children and unexpected visits by  parents and professionals. |
| **Physical demands**   * Sits for sessions with pupils but may have sustained periods of physical activity, involving bending, crouching, lifting, turning, standing, walking and running, e.g., when meeting a pupil’s personal care needs * When working with small children, sits on and gets up from low chairs and low tables. * May be involved in physical interventions with pupils, following LA-approved Team-Teach techniques. |
| **Working conditions**   * Works in the school building for most of the session. These can be warm and pupils can be noisy. * May be involved in outside activities (e.g., on the playground). |
| **Work context**   * At risk of verbal abuse and physical harm from a minority of pupils and members of the public who may behave aggressively * At risk of exposure to bodily fluids when assisting children with their personal hygiene * At risk of infection when dealing with unwell children. |
| **Position in organisation**  0  Indicate how many staff the post is directly accountable for:  Are posts in more than one location? No  Is this at the same site? Are the posts managed highly mobile?  x  Is the supervision/management shared with another post in the structure? Yes No  Please indicate which post(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **POST NUMBER** | |  | | | **JOB TITLE** | | **Specialist Resource Provision Teaching Assistant** | | | **HOURS PER WEEK** | | | | |  | | |
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|  | | | **ESSENTIAL** | | | | | | **DESIRABLE** | | | **HOW MEASURED** | | | | | |
| **EXPERIENCE** | | | Experience working in a school environment or other educational setting.  Experience working with children/young people with special educational needs (SEN). | | | | | |  | | | Application/Interview/References. | | | | | |
| **EDUCATION, TRAINING AND**  **QUALIFICATIONS** | | | GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths.  Good literacy and numeracy skills. | | | | | | First-Aid training, or willingness to complete | | | Application/Interview/certificates | | | | | |
| **SKILLS AND KNOWLEDGE** | | | Ability to build effective working relationships with pupils and adults.  Excellent verbal communication skills.  Skills and expertise in understanding the needs of all pupils.  Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils.  Good ICT skills, particularly using ICT to support learning.  Ability to work as part of a team and to be flexible in approach to daily routines.  Commitment to maintaining confidentiality at all times. | | | | | | Knowledge of how to help adapt and deliver support to meet individual needs. | | | Application form and Interview. | | | | | |
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|  | | | **ESSENTIAL** | | | | | | **DESIRABLE** | | | **HOW MEASURED** | | | | | |
| **PERSONAL QUALITIES** | | | Integrity; excellent timekeeping, trustworthy; reliable; can relate to children.  Ability to work and form effective relationships with agencies.  Actively seeks to involve parents in their child’s education. | | | | | |  | | | References and interview. | | | | | |
| The post is subject to:   * Disclosure of convictions under the Rehabilitation of Offenders (Exemption) Act 1974 **Yes □** * Political restriction **No□** * The ability to speak fluent English under the Immigration Act 2016 **Yes □** | | | | | | | | | | | | | | | | | |
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