

**Pudsey Bolton Royd Primary School
Job Description**

Location: Pudsey Bolton Royd Primary School

Post Title:

Teaching Assistant Level 1
Temporary – Linked to Funding

Grade:

A1 / B1 point 2 - 6 (depending on experience)
£23,656 - £25,183 - pro rata
£17,415 - £18538 - actual salary

Responsible to

SENCO and Headteacher

Post(s) for which directly responsible

Purpose of job

To work under the instruction/guidance of teaching/senior staff and outside agencies to undertake work /care /support programmes for a child with additional needs. To enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

Responsibilities

- To supervise and provide particular support for SEND pupils ensuring their safety and access to learning activities.
- To assist with the development and implementation of the child's Individual Support Plan and provision.
- To assist and support in managing the child's individual care and health needs under the direction of the class teacher, SENCo and outside agency professionals.
- To establish constructive relationships with pupils and interact with them according to individual needs.
- To promote the inclusion and acceptance of all pupils.
- To encourage pupils to interact with others and engage in activities led by the teacher.
- To set realistic, yet challenging expectations and promote self-esteem and independence.
- To provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
- To support the class teacher in helping to differentiate work for the child to enable them to access learning; through supporting them in class and by delivering 1:1 sessions with the child.
- To use SEN strategies, in liaison with the class teacher, SENCo and outside agencies (e.g. Speech and Language Therapy) to support pupils to achieve learning targets.

- To assist with the planning of learning activities.
- To monitor pupil's responses to learning activities and accurately record achievement / progress as directed.
- Provide detailed and regular feedback to teachers on pupil's achievement, progress, problems etc.
- To promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- To establish constructive relationships with parents/carers
- To undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- To support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- To prepare, maintain and use equipment/resources required to meet the relevant learning activity and assist pupils in their use.
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- To contribute to the overall ethos/work/aims of the school.
- To appreciate and support the role of other professionals.
- To attend and participate in relevant meetings as required.
- To participate in training and other learning activities and performance development as required.
- To assist with the supervision of pupils out of lesson times, including breaks and at lunchtime.
- To accompany teaching staff and pupils on visits, trips and out of school activities as required.

Relationships

The post holder will be required to work flexibly to deliver an efficient service.

There will be regular contact with pupils, colleagues, other members of staff, line managers and internal and external customers.

Physical Conditions

The post is currently based at Pudsey Bolton Royd Primary School

Pudsey Bolton Royd has access by stairs and lift to both floors and is accessible by disabled persons.

This post is subject to an enhanced Disclose and Barring Service check.

The school operates a non-smoking policy.

Economic conditions

Grade:	Level A1 / B1 point 2 - 6
Annual Leave:	Term time only working
Hours:	32.5 hours per week (30 min lunchbreak)
Conditions of Service:	NJC Conditions apply

Prospects**Promotion**

Whilst there is no automatic progression to any more senior posts, opportunities do exist for advancement and promotion, dependent upon normal staff movements and on the capabilities of the individual post holder.

Training

The school encourages training both "in-house" and externally to meet the needs of the individual and of the service.

VARIATION IN ROLE

Given the dynamic nature of the role and structure of school, it must be accepted that, as the school's work develops and changes, there may be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

EMPLOYEE SPECIFICATION:

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The 'Essential Requirements' indicate the minimum requirements, and applicants lacking these attributes will not be considered for the post. The points detailed under 'Desirable Requirements' are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential, but may be used to distinguish between acceptable candidates.

KNOWLEDGE/QUALIFICATIONS/TRAINING	Ess	Des	MOA
Working with or caring for children of relevant age	*		A & I
Knowledge and training of how to support children with autism		*	A & I
Knowledge and understanding of SEN and inclusion	*		A & I
Knowledge/experience of supporting pupils with personal care or health needs.		*	A & I
Knowledge/experience of using SEN strategies e.g. visual supports, start and finish boxes, Intensive Interaction etc		*	A & I
Knowledge /experience of supporting pupils' behaviour		*	A & I
Appropriate knowledge of first aid		*	A
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	*		A & I
Participate in development and training opportunities	*		A & I
Relevant Qualification e.g. GCSE in Literacy & Numeracy, NVQ level 2 or 3 in relevant field.	*		A & C

EXPERIENCE	Ess	Des	MOA
Experience of dealing with queries from a wide range of people		*	I
Experience of working with children with autism		*	A & I
Experience of tracking children's progress alongside class teacher		*	A & I
Experience of running intervention programmes with children eg speech and language, carrying out small group work		*	A & I
Experience of supporting children with additional needs	*		A & I

SKILLS	Ess	Des	MOA
Good numeracy/literacy skills	*		A & I
Ability to relate well to children and adults and work well as part of a team	*		A & I
Able to use a range of office equipment (e.g. printers, photocopiers, fax).		*	A & I

BEHAVIOURAL AND OTHER RELATED CHARACTERISTICS	Ess	Des	MOA
Willing to abide by the Council's Equal Opportunities Policy in the duties of the post, and as an employee of the Council.	*		I
Willing to carry out all duties having regard to an employee's responsibility under the Council's Health and Safety Policies	*		I
To display a responsible and co-operative attitude to working towards the achievement of the service area aims and objectives	*		I
An ability to respect sensitive and confidential work.	*		I
Commitment to own personal development and learning.	*		I
Able to use own initiative	*		A & I

METHOD OF ASSESSMENT(MOA)	A = Application Form I = Interview C = Certificate
---------------------------	--

