

LONDON BOROUGH OF BROMLEY



JOB DESCRIPTION

Title: TEACHING ASST – PEDAGOGIC/BGS (HYBRID)

Grade: BR7

Department: RIVERSIDE SCHOOL

Reports to: A member of the Leadership Team

MAIN PURPOSE OF THE JOB

Working under guidance of teaching staff to implement work programmes to individuals/groups. This could include those requiring detailed and specialist knowledge in particular areas; assist in whole planning cycle and management/preparation of resources; provide cover for whole classes for short periods under an agreed system of supervision. Working under guidance of teaching staff: provide support in addressing the needs of pupils who need particular help to overcome barriers to learning. Attending to the pupils' personal needs and assisting in their social, health and personal hygiene.

SUMMARY OF RESPONSIBILITIES AND DUTIES

SUPPORT FOR PUPILS

- Use specialist (curricular/learning) skills/training/experience to support pupils
- Assist with the development and implementation of IEPs
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement.
- Provide pastoral support to pupils
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable
- Attend to pupils' personal needs and provide advice to assist in their social, health & hygiene development including in the hydro therapy pool and with administering medication as appropriate.
- Participate in comprehensive assessment of pupils to determine those in need of particular help
- Assist the teacher with the development and implementation of individual Education/Behaviour/Support/Mentoring plans
- Establish productive working relationships with pupils, acting as a role model
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils
- Provide information and advice to enable pupils to make choices about their own learning and behaviour
- Challenge and motivate pupils, promote and reinforce self-esteem
- Provide feedback to pupils in relation to progress, achievement and behaviour
- Support pupils with their lunch / feeding and all aspects of their social, health and personal needs
- Set up and clear up the dining hall, clean up spillages or debris around the dining/play areas to ensure the maintenance of good order and safety.

SUPPORT FOR TEACHER

- Work with the teacher to establish an appropriate learning environment
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives

- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- Undertake marking of pupils' work and accurately record achievement/progress
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility.
- Liaise with feeder schools and other relevant bodies to gather pupil information, where appropriate
- Support pupils' access to learning using appropriate strategies, resources etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording
- Provide objective and accurate feedback and reports as required, to other staff on pupils achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested
- Assist in the development and implementation of appropriate behaviour support strategies
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
- Assist in the development, implementation and monitoring of systems relating to attendance and integration
- Clerical/admin support eg. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc., making phone calls etc.

SUPPORT FOR THE CURRICULUM

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Implement literacy and numeracy programmes and make effective use of opportunities provided by other learning activities to support the development of literacy and numeracy skills
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Help pupils to access learning activities through specialist support
- Determine the need for, prepare and maintain general and specialist equipment resources
- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils
- Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop.

SUPPORT FOR THE SCHOOL

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security and data protection, reporting all concerns to an appropriate person and sharing the school commitment to safeguarding
- Be aware of confidential issues linked to home/pupil/teacher/school/work and to keep confidences as

appropriate

- Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Undertake planned supervision of pupils out of school hours
- Supervise pupils on visits, trips and out of school activities as required
- Assist in the supervision, training and development of staff, students and volunteers.

6) Safeguarding

Riverside School is committed to safeguarding and promoting the welfare of children and young people. There is an expectation that all staff share this commitment. The post holder will be required to adhere to the school's safeguarding procedures and policies and be seen to actively promote them in all aspects of his / her work.

7) Equal Opportunities

Riverside School takes its duty to eliminate unlawful discrimination, harassment and victimisation seriously. All staff are expected to share this commitment and foster good relations between different groups and treat all people associated with the Riverside community with dignity and respect at all times.

8) Health and Safety

Employees are required to work in accordance with the School's Health and Safety policies and under the Health and Safety at Work Act (1974), ensuring the safety of all parties they come in to contact. In order to ensure compliance procedures should be observed at all times under the provision of safe systems of work through safe and healthy environment and including such information, training instruction and supervision as necessary to accomplish those goals.

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PERSON SPECIFICATION

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Grade: BR7

EXPERIENCE (Essential Requirements)

Experience working with children or young people with a range of additional and/or complex needs

QUALIFICATIONS/TRAINING (Essential Requirements)

Very good literacy and numeracy skills

NVQ Level 3 in teaching assistance (desirable, not essential) or equivalent qualification or experience

Recent and relevant training in areas pertaining to SEN

KNOWLEDGE/SKILLS (Essential Requirements)

Ability to work effectively with children and young people with additional and/or complex needs

Ability to work constructively as part of a team, understanding classroom roles, responsibilities, expectations and accountabilities

Ability to self-evaluate learning needs and actively seek learning opportunities

Ability to communicate effectively and relate well to children and adults

Ability to adopt a flexible approach to a variety of issues and a willingness to listen to others

Ability to analyse situations and support implement positive solutions

Ability to remain calm and have a resilient approach whilst working under pressure

Ability to work effectively with families and demonstrate a commitment to developing links between school, home & the community.

Working knowledge of relevant policies / codes of practice and awareness of relevant research and legislation

Knowledge of curriculum and assessment frameworks within a special school context

Knowledge of the personal care needs of children and young adults with additional and / or complex needs

Knowledge of principles of child development and learning processes