

Green Street Green JOB DESCRIPTION and PERSON SPECIFICATION

Title:	Teaching Assistant (ARP)	Grade:	BR3
Department:	Speech and Language Provision	Reports to:	ARP Lead

MAIN PURPOSE

To be a member of a multidisciplinary team, under the leadership and supervision of the teacher/senior staff; to work with individuals/groups to supervise physical/general care of pupils, including those with SEN; enable access to learning for pupils and assist the teacher in the management of pupils and the classroom, with a focus on supporting those children with language disorders.

SUMMARY OF RESPONSIBILITIES AND DUTIES

SUPPORT FOR PUPILS

- Support and fully implement all aspects of the trust's safeguarding policy and associated documents, mindful that the children with SEND are considered particularly vulnerable.
- Under the direction of the class teacher, adapt and explain activities, ensuring that pupils' individual starting point, Special Educational Needs, social background and ethnicity are taken into consideration so that activities are relevant and supportive to each child.
- Under the direction of the class teacher, assist with the development and implementation of pupils' Speech Therapy plans, Individual Education/Behavior Plans and Personal Care programmes.
- Establish constructive caring relationships with pupils and interact with them according to individual needs.
- Promote the inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Promote self-esteem and independence.
- Under the direction of the class teacher, provide feedback to pupils in relation to progress and achievement .

SUPPORT FOR TEACHERS

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Assist with the planning of learning activities.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems, etc.

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- Promote good pupil behavior, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behavior.
- Establish constructive and supportive relationships with parents/carers and pupils.
- Administer routine assessment and undertake routine marking of pupils' work.

SUPPORT FOR THE CURRICULUM

- Under the direction of the class teacher, undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil's individual needs.
- Under the direction of the class teacher, prepare, maintain and use equipment/resources required to meet the lesson plans/ relevant learning activity and assist pupils in their use.

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.
- Under the direction of the class teacher, work collaboratively and liaise with other services as appropriate, particularly in relation to safeguarding the wellbeing of all children and young people.
- 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.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings, as required.
- Participate in training and other learning activities and performance development, as required.
- Under the direction of the class teacher, accompany teaching staff and pupils on visits and trips out of school activities, as required.

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EQUALITIES

Ensure implementation and promotion in employment and service delivery of the trust's equal opportunities policies and statutory responsibilities.

PERSON SPECIFICATION

EXPERIENCE

- Working with or caring for children of relevant age (desirable)
- Working with language disordered pupils (desirable)

QUALIFICATIONS/TRAINING

- Good numeracy/literacy skills (essential)
- NVQ2 in teaching assistance or equivalent qualifications or experience (desirable)
- First aid training/training in specific medical procedures, as appropriate (desirable)

KNOWLEDGE/SKILLS

- Makaton skills (desirable)
- Effective use of ICT to support learning (essential)
- Knowledge of relevant policies/codes of practice and awareness of relevant legislation (essential)
- General understanding of national curriculum and other basic learning programmes (essential)
- Basic understanding of child development and learning (essential)
- Ability to self-evaluate learning needs and actively seek learning opportunities (essential)
- Ability to relate well to children and adults (essential)
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these (essential)

PERSONAL QUALITIES

- Caring, warm and empathic.
- Ability to relate well to children and adults.
- Professional manners.
- Approachable with a calm nature.
- Well organised and methodical.
- Dependable and flexible.

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- Motivated and enthusiastic with a good sense of humour.
- Ability to self-evaluate learning needs and actively seek learning opportunities.

Signature of Post Holder

Name (print)

Date