

JOB DESCRIPTION

Post Title:	Teaching Assistant with Forest School Responsibility
Responsible to:	Assistant Headteacher, SENDCo
Accountable to:	Headteacher
Based:	Primary Advantage Federation at Gainsborough Primary School
Contacts:	Headteacher, Assistant Headteacher, SENDCo Executive Principal, Senior Managers, Cluster Finance & Admin Manager, other school staff, pupils, the Local Authority, parents and care givers, church, community, and relevant agencies.
Scale:	5

JOB DESCRIPTION:

- Under the direction of the teacher, to complement the professional work of the teacher by taking responsibility for agreed learning activities under an agreed system of supervision.
- Planning, preparing and delivering learning activities for individuals, groups, or whole class
- Monitoring, assessing pupils and recording and reporting their progress. Additionally, under guidance of a senior member of staff, taking responsibility for key worker role development, or whole school policy development in a specific area.
- Manage the Schools Forest curriculum and sessions.

MAIN DUTIES AND RESPONSIBILITIES:

The following duties and responsibilities are based on the National Occupational Standards

Support for the Pupil:

- Participate in curriculum planning and evaluation, contributing own thoughts and ideas to termly, weekly, daily plans and Individual Education Plans (IEP's).
- Prepare the learning environment, assisting in the organisation of the room arrangement and resources. Valuing and displaying children's work.
- Take responsibility for a small group of children for varying types of activity, under the direction of the teacher.
- Support children who are identified as having Special Educational Needs (SEND), or English as an Additional Language (EAL), by organizing the implementation of IEP's set by other professionals.
- Accompany children on outside activities, eg: swimming, educational visits etc.
- Encourage children's development, independence, self-reliance, initiative and problem solving skills.
- Observe children's activities and contribute to their written records.
- Work in a non-discriminatory way, being aware of differences and ensuring all pupils have equal access to opportunities to learn, develop and reach their potential.
- Maintain respectful and genuine interaction with children using warm and responsive communication strategies, which are appropriate to children's needs.
- Be supportive and welcoming to parents, recognising the expert knowledge they have of their children and encourage and value their involvement
- To provide specialist learning support for pupils with identified, severe learning difficulties including supporting pupils with medical needs.
- To arrange contact on behalf of pupils with outside agencies, eg. educational psychologists/speech therapists or other workers in the school.
- To provide a high level of care to individuals where necessary.
- To provide support and care for the emotional and physical needs of all pupils.
- To develop, establish and maintain positive relationships with individuals and groups.
- To contribute to the health and well-being of pupils and to act as a first aider and complete training necessary.
- To support pupils during learning activities by promoting independent learning.
- To support pupils individual learning needs and development, eg. cognitive and learning skills.
- To assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
- Under the direction of the Classroom Teacher, to work with groups of children and to take responsibility for their learning.
- To promote the inclusion and acceptance of all pupils.
- To encourage pupils to interact with others and engage in activities led by the person responsible for the class.
- To set challenging and demanding expectations and promote self-esteem and independence.
- To deliver pastoral and learning support.
- To promote independence and employ strategies to recognise and reward achievement of self-reliance.

- To encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- To provide feedback to pupils in relation to progress and achievement under guidance of the Classroom Teacher.

Support for the Teacher:

- To assist the teaching in analysis and making effective use of assessment information on pupil's attainment and progress.
- To recommend strategies to improve pupil attainment, eg. pupil's attendance or participation in booster classes.
- To assist in the development, implementation and monitoring of Individual Education Plans (IEPs) and assisting the Classroom Teacher in the development of a suitable programme of support for pupils who need learning support.
- To use suitable ICT packages to record and analyse individual pupil or group progress.
- To use suitable ICT packages to present data analysis and suggest appropriate strategies resulting from such data.
- To use high level skills and experience to manage problems and situations arising from intense learning or special needs, language barriers, cultural differences and/or behavioural difficulties.
- To stand in for the Classroom Teacher to teach classes as and when necessary under the direction of the Senior Leadership Team.
- To work with the Classroom Teacher to establish an appropriate learning environment.
- To undertake marking of pupil's work and accurately record achievement/progress.
- To 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.
- To administer and assess routine tests and exams.
- To provide general clerical/administrative support as required.

Support for the School:

- To develop and maintain positive working relationships with other professionals.
- To attend and actively participate in staff meetings.
- To contribute to the maintenance of pupil safety and security.
- To assist teaching staff in the smooth transition between educational phases.
- To observe and report on pupil's performance and contribute to maintaining pupil records.
- To review and develop your own personal and professional practice.
- To liaise effectively with parents/carers and other interested parties.
- To provide reasonable support services to the school, e.g. answering telephones, displaying work as necessary.
- To be aware of, and support difference and ensure all pupils have equal access to opportunities to learn and develop.

- To assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- To accompany teaching staff and pupils on visits, trips and out of school activities as required.
- To contribute to the overall ethos, work and aims of the school.

Mentoring/Advising:

- Assist the person responsible for work experience students, acting as mentor and adviser. Working with the class teacher and Headteacher in the supervision and assessment of students on work placements.
- Induct, train and mentor less experienced staff.

Forest School Lead:

- Plan and deliver engaging, child-centered curricula based on individual interests.
- Conduct Forest School specific Risk Assessments for visits and activities and to review these regularly for each session.
- Supervise children and offer authentic, active learning experiences, with adults ensuring site safety and hazard mitigation.
- Ensure the well-being and safety of children aged during Forest School activities.
- Collaborate effectively with staff and families to support children's optimal development.
- Provide support to children displaying challenging behaviour to enable them to participate fully in the sessions.
- Liaise with staff and external agencies to ensure that the school offers a curriculum in line with the Borough's expectations.
- Apply a strong understanding of child development and play-based learning principles.
- Work outdoors in varying weather conditions and adapt activities as necessary.

GENERAL:

- Take part in the schools performance management system
- Attend governing body meetings on a regular basis
- Enhanced CRB check
- Strong commitment to furthering equalities in both service delivery and employment practice
- You must promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with

GENERAL NOTES:

- This is not an exhaustive list of duties and responsibilities, and the postholder may be required to undertake other duties which fall within the grade of the job, in discussion with the manager.
- This job description will be reviewed regularly in the light of changing service requirements and any such changes will be discussed with the postholder.

- The postholder is expected to comply with all relevant policies, procedures and guidelines, including those relating to Equal Opportunities, Health and Safety and the Confidentiality of Information.
- The postholder may be required to work outside normal school hours on occasion, with due notice.
- Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their appointment form and are expected to disclose such information at the appointment interview.
- Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate, the nature of such convictions.

Date of Issue:

Name of Postholder:

Signature of Postholder:

Signature of Headteacher:

PRIMARY ADVANTAGE FEDERATION

PERSON SPECIFICATION
Teaching Assistant (Level 3)

	Essential	Desirable	How Tested
Qualifications and Experience	<p>GCSE level English and Maths.</p> <p>Significant experience in a child care role; ideally in a school setting.</p>	<p>Current First Aiders' certificate/training.</p> <p>Certificate for Forest School Leaders accreditation (or willingness to be assigned to the course).</p>	<p>Application Form</p> <p>Certificates</p> <p>Interview (Test)</p>
Knowledge	<p>A sound understanding of early childhood development and learning</p> <p>Training in the relevant learning strategies</p> <p>First aid training/training as appropriate is desirable</p> <p>Understanding of relevant polices/codes of practice and awareness of relevant legislation</p> <p>Good working knowledge of national/foundation stage curriculum and other basic learning programmes/strategies</p> <p>Knowledge of specialist techniques such as makaton singing, picture exchange and restraint</p> <p>Understanding of Healthy Schools initiative and Every Child Matters framework</p>		<p>Application Form</p> <p>Interview</p> <p>References</p>

	Essential	Desirable	How Tested
Knowledge Cont.	<p>An understanding of Child Protection/Safeguarding issues and procedures.</p> <p>Knowledge of planning and evaluation tools to support pupil learning and achievement.</p>		
Communication	<p>Possesses effective verbal communication skills.</p> <p>Presents information and ideas clearly and uses communication appropriate to the audience.</p> <p>Able to create an environment of trust by delivering on promises.</p> <p>Able to adapt personal style of communication to reflect a situation and/or need.</p> <p>Utilises report writing skills to accurately reflect a situation through positive communication techniques.</p> <p>Able to disseminate information and demonstrates a consultative approach to communication.</p> <p>Able to persuade and influence others effectively.</p> <p>Able to demonstrate tact and diplomacy in communication.</p> <p>Able to relate well to children and adults.</p>	Able to communicate in an additional language.	<p>Application Form</p> <p>Interview</p> <p>References</p>

Skills and Abilities	<p>Exercises flexibility so as to take on changes in work priorities and practices.</p> <p>Able to balance tasks and resources in the organisation of a wide range of activities.</p> <p>Able to provide contingency plans to address the unexpected.</p> <p>Demonstrates clear and logical thinking in working through problems.</p> <p>Able to anticipate workload and plans ahead to manage workload peaks.</p> <p>An awareness of the needs of children who have a variety of needs.</p> <p>Able to create a positive attitude within the classroom which encourages enthusiasm and interest in learning.</p> <p>Able to work constructively as part of a team, understanding classroom roles and responsibilities and own position within these.</p> <p>Pays attention to detail and checks the quality of own work for accuracy.</p>		<p>Application Form</p> <p>Interview</p> <p>References</p>
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	Essential	Desirable	How Tested
Skills and Abilities Cont.	Possesses initiative and can demonstrate accuracy and attention to detail.		
Accountability and Freedom to Act	Able to make routine decisions based upon guidelines and procedures laid down within established frameworks. Leads by example in standards of behaviour in the work environment.		Application Form Interview References
Other	Willingness to partake in continuous professional development.		Application Form Interview