**TA with Inclusion Support - Job Description and Person Specification**

# Job Description

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| Job Title | Salary |
| Teaching Assistant with Inclusion Support | Grade C - £19,650-£20,043 pro rata |
| Hours Of Working: | Contract Type |
| Full Time 35 hours per week39 weeks per year Term time and Inset Days. | Permanent |
| Reporting to | Line Manager |
| Headteacher and Inclusion Lead/SENDCo | Inclusion Lead/SENDCo |
| Job Purpose | |
| To work with teachers to support teaching and learning to all children with additional needs, providing learning support to individuals or groups of pupils who need particular help to overcome barriers to learning such as those with emotional, behavioural, social, communication, sensory or physical disabilities.  To make decisions regarding how best to support these child and pass advice and guidance to other members of staff who also work with these children.  To provide quick strategies and immediate intervention to deescalate situations to enable the class teacher to continue teaching. | |
| **Duties and Responsibilities TA** | |
| * To provide a safe, secure, caring and enriching environment for all children to enable then to fulfil their potential. * To promote child development and learning in line with either EYFS and KS1/2 policies ensuring children make average or accelerated progress. * To carry out the preparation and clear up of the learning environment, resourcing, photocopying and filing to ensure safety for all. * To lead, plan, teach and deliver a range of interventions for identified groups of pupils. * To work within classes to support as directed by Inclusion Lead. * To be directed by Class Teachers and the Inclusion Lead. | |
| **Duties and Responsibilities Inclusion Support** | |
| * To support all children encouraging independent learning, support and assist in personal, emotional and social skills and inclusion for all to ensure a well-rounded individual. * Monitor the emotional, social and behavioural progress of children and how this is impacting on their wellbeing and development. * To write, maintain and update risk assessments regarding Reasonable Force, behaviour plans for individual children, social stories related to specific situations and children. * Logging behaviour incident reports and filing confidential paperwork. * To gather, analyse and interpret all children’s emotional, social and behavioural aspects of learning to enable the delivery of the next steps and providing feedback to the class teacher. * To act in accordance with school policies and procedures and relevant legislations particularly in relation to safeguarding, child protection and behaviour management ensuring consistency throughout the school * To contribute to the planning, assessment and recording of pupil progress including the display and presentation of their work to help raise children’s self-esteem and promote their achievements. * To support the teacher in monitoring, assessing and recording pupil progress/activities including implementing the support outlined in Multi Element Plans (MEP) and Education, Health Care Plans (EHC Plans). * Regularly self-evaluate, set personal targets and take responsibility for own personal professional development, including keeping up to date with research and developments. * To assist with the planning and preparation of school activities and visits and maintain good working relationships within school and the wider community to enhance children’s education. * To assist in meeting with parents, carers and outside agencies as appropriate for the continuity of the child’s education. * To deliver therapy or care programmes to children. * To contact parents, face to face or on the telephone, for detailed discussion related to children or home circumstances. | |
| **Additional Responsibilities** | |
| * To embed values and ethos in all aspects of school life. * Support the development of an ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes. * Set a good example to pupils and staff in terms of personal presentation, attendance and punctuality. * Support and uphold the school’s culture and ethos through championing the vision and values, particularly with regards to children’s wellbeing and emotional development in addition to promoting the high levels of achievement and attainment throughout the school. * Build a school culture and curriculum that takes account of the richness and diversity of the school’s communities. * Create and promote positive strategies for challenging all forms of prejudice and harassment. * Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to the ‘Keeping Children Safe in Education’. * Ensure the welfare of children are safeguarded and promoted in line with current best practice and LA advice. * To build, develop and maintain strong relationships with parents and guardians. * Promote the concept of lifelong learning and family engagement with learning through partnership. * To develop positive relationships with the community, other schools and agencies which support the school. * Manage effective relationships with all stakeholders and partners. * To follow school policies and procedures including the policies promoting equal opportunities for all staff and pupils in line with the Equality Act 2010. * Undertake any necessary professional development as identified in the school development plan, taking full advantage of any relevant training and development available (self). * Effective fulfilment of all roles and responsibilities outlined in this document. * Have a duty of care to and ensure both self and others achieve an appropriate work/life balance. | |

**Person Specification**

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| **Qualifications and Experience** | **Essential** | **Desirable** |
| NVQ 3 or equivalent qualification. | P |  |
| Experience of working in a Primary School. | P |  |
| Experience of working with pupils with SEND and or emotional/ behaviour difficulties. | P |  |
| Positive Handling training |  | P |
| First Aid qualification | P |  |
| Paediatric First Aid qualification |  | P |
| ELSA or Thrive training |  | P |
| Evidence of further and relevant training |  | P |
| Specialised training required for the effective delivery of therapy, care or intervention programmes |  | P |
| **Professional Knowledge** | **Essential** | **Desirable** |
| Good understanding of the EYFS, KS1 or KS2 curriculum. | P |  |
| Knowledge of systems to access additional support for children with difficulties. | P |  |
| Knowledge and understanding of supporting children with behavioural difficulties. | P |  |
| Knowledge and understanding of children with particular needs including ASD and ADHD. | P |  |
| Good working knowledge of SEND Graduated approach (APDR cycle) | P |  |
| ICT competent | P |  |
| Knowledge and understanding of Thrive, Emotion Coaching or Nurture strategies. |  | P |

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| **Skills and qualities** | **Essential** | **Desirable** |
| Ability to support pupils effectively in lessons. | P |  |
| Effective delivery of an intervention strategy. | P |  |
| Ability to cater for the variety of different additional needs of children including EAL, cognition and learning and SEMH needs. | P |  |
| Ability to support pupils who may be challenging and reluctant to engage. | P |  |
| Ability to help pupils express themselves appropriately | P |  |
| Ability to demonstrate active listening skills | P |  |
| Ability to demonstrate a range of behaviour strategies. | P |  |
| Ability to work as part of the team. | P |  |
| Ability to review and reflect on good practice and implement improvements. | P |  |
| Effective communication with parents/ carers including experience of promoting home/ school links. | P |  |
| Willingness to support the inclusive ethos of the school. | P |  |
| Ability to communicate with a variety of agencies. |  | P |
| Understand the psychological and developmental needs and processes of children and adapt practise to cater for these. |  | P |
| Ability to run after school clubs with small groups of children |  | P |
| **Personal attributes** | **Essential** | **Desirable** |
| Show enthusiasm and flexibility in the role. | P |  |
| Sense of humour. | P |  |
| Approachable and caring manner. | P |  |
| Ability to rise to a challenge. | P |  |
| Excellent interpersonal skills | P |  |
| Ability to manage own time. | P |  |
| Ability to learn from mistakes. | P |  |
| High expectation of self - including attendance, punctuality and reliability. | P |  |
| Take initiative and show independent thinking skills | P |  |
| Resilience | P |  |
| Ability to bring out the best in others. | P |  |
| Motivated to further development. | P |  |