



RUSH COMMON SCHOOL

JOB DESCRIPTION

Job Description for:

ACCOUNTABLE TO: Phase Leader and Pupil Support and Welfare Lead

(All staff work under the direction of the Headteacher and Leadership Team with delegated authority).

APPRAISAL:

The post-holder will be subject to the Academy's annual performance appraisal process.

POST: T.A. with Special Educational Needs Responsibilities

GRADE: 4

RESPONSIBLE TO: Phase Leader and Pupil Support and Welfare Lead

1. JOB PURPOSE

To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, 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. If the child is absent they will work as a general grade 4 Teaching Assistant.

2. ORGANISATIONAL STRUCTURE

As per staffing structure review.

3. KEY RESPONSIBILITIES AND TASKS

Support for Pupils:

- To establish constructive relationships with pupils and interact with them according to individual need.
- To encourage challenging and demanding expectations and promote self-esteem and independence.
- To encourage pupils to interact with others and engage in activities led by the teacher □ Support pupils with self-care toileting and hand washing □ Support the safeguarding of pupils.
- Promote the inclusion of children and acceptance of all pupils.
- Help children with disabilities or special educational needs to participate in a full range of activities and experiences.
- Utilise strategies and advice from outside agencies (as Speech and Language Therapists and Occupational Therapists) to support learning and development
- Support families to respond to children's needs.



- Promote positive behaviour.
- Support learning activities.
- Promote independent learning.
- Develop and promote positive relationships.
- Support pupils during transitions.
- As required, support a pupil with intimate care needs as per the individual pupil's intimate care guidelines. Documents which clearly state roles and responsibilities will be provided through the Pupil Support and Welfare Lead, who is available for questions.

Support for Teachers:

- Supervise and support pupils, including those with special needs, ensuring their safety and access to learning activities.
- To assist the development and implementation of Pupil Profiles and trackers.
- To maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work. □ To support pupils to achieve learning goals.
- To monitor pupil's responses to learning activities and accurately record achievement / progress as directed.
- Provide regular feedback to teachers on pupil's achievement, progress and 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 undertake agreed learning activities/teaching programmes.
- To support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- To use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their care.
- Provide feedback to pupil's Pupil Profile targets
- Support children and families through regular contact and feedback.

Support for the School:

- To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- 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 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 break and lunchtimes.
- To accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.

Support at Lunchtime

You will be required to:

- Work with a team of lunchtime supervisors/teaching assistants to ensure smooth running of lunchtime operations including managing school hall, classrooms and playgrounds during lunch time.



- Maintain the trust of what has been seen and heard in confidence both inside and outside school.
- To be an integral part of a working team where all ideas are valued and considered.
- To supervise and oversee children in the playgrounds or classroom using a range of skills matched to the needs of the pupils at that time.
- Helping at the appropriate level and according to age group maintain good standards of behaviour and sensible play.
- In an emergency situation be prepared to be the 'responsible' adult if no senior staff can be found immediately.
- To work with other supervisors at lunchtimes on an agreed basis, be trained on first-aid as required.
- Attend specific training sessions during school time in order to enhance skills.

4. JOB CONTEXT

The jobholder reports directly to the Pupil Support and Welfare Lead. He/she will be empowered to make and take decisions related to his/her accountabilities and responsibilities. Whilst there will be freedom to act he/she should operate within the parameters as agreed by the Pupil Support and Welfare Lead and the class teacher.

5. CONTACT WITH OTHERS

To include:

- Headteacher; Assistant Headteacher, Pupil Support and Welfare Lead; class teachers
- SEN Teaching Assistants within other schools
- Multi- agency professionals

6. PERSON SPECIFICATION

- Above average interpersonal and communication skills ☐ Ability to work individually as well as part of a team.
- Able to manage time, workload and people effectively.
- Able to prioritise.
- Flexible in time-keeping
- Good sense of humour
- Willingness to undertake further training
- Integrity, confidentiality and sensitivity

7. KNOWLEDGE SKILLS AND EXPERIENCE

Essential

- Childcare qualification – minimum NVQ level 2
- Experience of working in a Primary setting
- Experience of working with children with special educational needs
- ICT literate
- Numerate



Desirable

- Knowledge of dyspraxia

SAFEGUARDING

Abingdon Learning Trust is committed to safeguarding and promoting the welfare of children. All staff must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. The points below are a requirement for the post holder of this position:

- A knowledge and keen awareness of Safeguarding matters and an ability to demonstrate personal values and beliefs in accordance with the Trust's Safeguarding Policy
- Display commitment to the protection and safeguarding of children and young people
- A strong appreciation of child protection issues and the capacity of acting in accordance with the Trust's Safeguarding policy
- Reading, understanding and following all aspects of the Trust's Safeguarding policies and processes
- Comply with safeguarding training expectations

Status of this Job Description:

This job description is provided as guidance regarding the Academy's professional expectations of you in accordance with your contract of employment.

This job description is not your contract of employment and cannot in any way remove your statutory rights.

This job description will be reviewed at least annually as part of the Appraisal process.

Signed: (employee):

Signed: (on behalf of the Academy):

Date: