



**Oatlands Junior School, as part of the Red Kite Learning Trust, is committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment.**

**Post Title: Teaching & Learning Assistant**

**Contract Type: Maternity Cover from September 2022, Term-time including 5 training days pro rata**

**Working Hours: Part time 30.42 hours per week, M-F 08:55-15:30**

**Responsible to: Head Teacher / Inclusion Manager**

### **General Description**

To support teaching and other staff in assisting the delivery of the national curriculum and other learning processes, in direct contact with pupils. The role will involve working with both groups and individual pupils under the direction of the class teacher and other appropriate staff.

**Special Conditions of Service:** No smoking policy, including e-cigarettes and vapour.

<b>1</b>	<b>Role Specific Additional Duties</b>
1.1	Be prepared to meet the needs of all pupils throughout school during class, break times or allocated intervention time within the school timetable.
1.2	Support groups of pupils or provide one to one pupil support - as directed by the Deputy Headteacher/Inclusion Manager.
1.3	Provide regular feedback to the Class Teacher/Inclusion Manager as required.
1.4	Willingness to assist children with hygiene needs.
<b>2</b>	<b>Duties – Teaching &amp; Learning Assistant/Midday Supervisor</b>
2.1	To work with the teacher to establish an appropriate learning environment. Support the learning process under the direction of the teaching or other appropriate staff.
2.2	Providing, with appropriate guidance and supervision limits, educational, emotional and physical support to pupils.
2.3	Providing feedback, as requested, to the class teacher or other appropriate person to support the planning and evaluation of the learning process in respect of groups and individual pupils.
2.4	Assisting with the supervision of groups and individual pupils as required.
2.5	To promote the inclusion and acceptance of all pupils within the classroom, assisting in the implementation of appropriate behaviour management strategies.
2.6	To support pupils consistently whilst recognising and responding to their individual needs. Interact with pupils in a manner that supports the development of their ability to think and learn.

2.7	Communicate effectively and establish constructive relationships with all children, parents, families, carers, external agencies and other professionals. Understand that communication is a two way process.
2.8	To encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
2.9	To establish productive working relationships with pupils, acting as a role model and setting high expectations
2.10	Assist in the implementation of appropriate behaviour management strategies and adhering to all current school policies.
2.11	Observe a child's behaviour, understand its context and notice any unexpected changes – to ensure continued delivery of the highest quality teaching, safeguarding and welfare practices.
2.12	To build positive relationships with parents/carers and to liaise sensitively and effectively with parents/carers within your role/responsibility and participate in feedback sessions/meetings with parents, where requested.
2.13	Assisting with playground and lunch time supervision.
2.14	Preparation of materials, resources, displays including undertaking clerical duties.
2.15	Participate in relevant training as appropriate, including attendance at staff meetings, training days and other development opportunities.
2.16	To be aware and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equality and data protection - reporting concerns to an appropriate or designated person.
2.17	To be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop.
2.18	To contribute to the overall ethos/work/aims of the school, in accordance with your role and the direction of the Headteacher.
2.20	Participate in the schools' performance management scheme.
2.21	Willingness to be involved in extra-curricular activities such as making a contribution to after-school clubs or organised school events and visits.
2.22	To work as part of a team monitoring pupil behaviour during the midday break to ensure a caring and safe environment. Required to work indoors and outdoors when supervising the children to ensure safety.
2.23	To supervise the playgroup area, cloakrooms and classrooms during the lunchtime break period.
2.24	To ensure the safety of all children and the creation of a calm and orderly atmosphere, where appropriate table manners and the independence of the children are encouraged.
2.25	To assist with the service of meals, including the distribution of food, clearing spills, supervising eating of packed lunches. To assist with the removal of food and equipment once pupils have eaten their lunch.
2.26	Deal with minor first aid incidents; follow appropriate procedures for recording and reporting in line with school policies and procedures.
2.27	Assist in the supervision of other activities during the midday break, including setting out and storing equipment.
2.28	To escort the children to and from the dining area as required.
2.29	To supervise toilet arrangements and hand washing.

**Person Specification : E Essential, D Desirable**

<b>3</b>	<b>Experience/Aptitudes</b>	
3.1	Working in a classroom environment or appropriate experience working with children in an education setting	E
3.2	Have an enthusiasm for and an active interest in children's learning and play	E
3.3	Ability to adopt confidentiality, discretion and judgement, communicating effectively with staff, students and parents	E
3.4	Experience of working with children and young people with a wide range of Special Educational Needs, including ASD.	D
3.5	Experience of delivering evidenced based interventions and accelerated learning	D
3.6	Experience / knowledge in general subject matters such as English, Maths, Art, Music, Science, Sport.	D
3.7	An understanding of the strategies that can be used to reduce the barriers to learning	D
3.8	Proven track record of successfully working with children/young people in a work/voluntary setting	D
<b>4</b>	<b>Qualifications/Training</b>	
4.1	Appropriate first aid training	D
4.2	Relevant NVQ Level 3 or equivalent	D
4.3	Childcare Qualification at Level 2 (or equivalent).	D
<b>5</b>	<b>Knowledge/Skills</b>	
5.1	Good knowledge of a child's development and learning processes, understanding that all children have differing needs and knowledge of how to apply inclusive practice.	E
5.2	Demonstrable IT skills and ability to use them as part of supporting the school and children's learning process.	E
5.3	Excellent interpersonal and communication skills.	E
5.4	Ability to relate well to, and work positively and effectively with, children and young people.	E
5.5	Work constructively as part of a team, understanding roles and responsibilities and own position within these.	E
5.6	Ability to manage pupil behaviour in a supportive and effective manner.	E
5.7	Understanding of individual children and young peoples' needs.	E
5.8	Working knowledge of relevant policies, codes of practice and legislation.	D
5.9	Knowledge of behaviour management techniques & child protection / health and safety policies & legislation.	D
5.10	Able to problem solve.	D

5.11	Awareness of health and hygiene issues.	E
5.12	Working knowledge of national curriculum and other relevant learning programmes/strategies	D

<b>6</b>	<b>Characteristics</b>	
6.1	Willingness to be flexible and work to meet the best interests of the school.	E
6.2	Committed to delivering the schools ethos and policies.	E
6.3	Self-motivated and hard-working.	E
6.4	Team worker and able to create and maintain effective working relationships.	E
6.5	Willingness to undertake training.	E
6.6	Sense of humour and optimism.	E
6.7	Exercises confidentiality and judgement.	E
6.8	Creativity	D
<b>7</b>	<b>Safeguarding and Promoting the Welfare of Pupils</b>	
7.1	Has appropriate motivation to work with pupils.	E
7.2	Ability to maintain appropriate relationships and personal boundaries with pupils.	E
7.3	Has emotional resilience in working with challenging behaviours; and appropriate attitudes to the use of authority and maintaining discipline.	E