



## Teaching Assistants Level 2: Supporting a pupil with SEN

### Job Description

The safeguarding of the pupils is paramount. All staff are responsible for the safety and wellbeing of all the pupils in the school. All staff will be enhanced DBS checked before taking up a post and undertake the necessary training to enable them to meet the requirements of the Tibberton CE Primary School Child Protection Policy. They will have read the document Keeping Children Safe in Education and signed to say that they have done so, and act on the information therein, supporting the schoolwide culture of safeguarding.

As we are a Church of England school, it is expected that the Christian values and ethos of the school will be supported by all staff.

#### 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.

#### Major Tasks

- To be able to work effectively with pupils who have additional needs which may include complex medical needs, physical disabilities, challenging behaviour, communication difficulties etc.
- Work with an individual pupil and sometimes groups
- Report to the class teacher.
- To assist the teacher in maintaining a safe and stimulating environment.
- To support the medical need of pupil, to undertake training and ensure competencies are adhered and maintained.
- Administer medication, medical support and carry out personal care tasks, as trained in accordance with school policy.
- To carry out tasks such as moving and handling, the use of hoisting and be able to push a wheelchair. (training provided)
- Provide a high standard of care to the pupil, treat with dignity and respect and ensure confidentiality is maintained.
- To use the skills of providing care, partnership working, active listening, working independently, remaining attentive and vigilant, negotiating, solving problems and thinking positively.
- To promote good relationships with colleagues, parents, visitors and outside agencies.
- To be aware of and understand difference and ensure equal opportunities for all.
- To be able to understand and follow specific guidance for a pupil e.g. follow instructions on medical needs plans, feeding profiles, behaviour support plans.
- To be able to work as a member of a team.
- To be punctual, courteous, encouraging and vigilant.
- Undertake basic clerical activities.
- Maintain a good learning environment.
- Assist with the supervision of pupils at break and lunchtime.
- Support the work of the school.

<b>Contacts &amp; Relationships</b>
<ul style="list-style-type: none"> <li>• Supervise and provide particular support for pupils with special needs, ensuring their safety and access to learning activities</li> <li>• Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes</li> <li>• Establish constructive relationships with pupils and interact with them according to individual needs</li> <li>• Promote the inclusion and acceptance of all pupils</li> <li>• Encourage pupils to interact with others and engage in activities led by the teacher</li> <li>• Set challenging and demanding expectations and promote self-esteem and independence</li> <li>• Provide feedback to pupils in relation to progress and achievement under guidance of the teacher</li> <li>• 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</li> <li>• Establish constructive relationships with parents/carers</li> <li>• Appreciate and support the role of other professionals</li> <li>• Attend and participate in relevant meetings as required</li> <li>• Participate in training and other learning activities and performance development as required</li> <li>• Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime</li> <li>• Accompany teaching staff and pupils on visits and out of school activities as required and take responsibility for a group under the supervision of the teacher</li> </ul>
<b>Creativity</b>
<ul style="list-style-type: none"> <li>• Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work</li> <li>• Use strategies, in liaison with the teacher, to support pupils to achieve learning goals</li> <li>• Assist with the planning of learning activities</li> <li>• Monitor pupils' responses to learning activities and accurately record achievement/progress as directed</li> <li>• Provide detailed and regular feedback to teachers on pupils achievement, progress, problems etc.</li> <li>• Administer routine tests and invigilate exams and undertake routine marking of pupils' work</li> <li>• Provide clerical/admin. support e.g. photocopying, typing, filing, money etc.</li> </ul>
<b>Decisions</b>
<ul style="list-style-type: none"> <li>• Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop</li> <li>• Contribute to the overall ethos/work/aims of the school</li> </ul>
<b>Management &amp; Supervision</b>
<ul style="list-style-type: none"> <li>• No Management or Supervisory responsibilities</li> </ul>
<b>Supervision Received</b>
<ul style="list-style-type: none"> <li>• Report to the class teacher</li> </ul>
<b>Complexity</b>
<ul style="list-style-type: none"> <li>• Undertake pupil support tasks as directed by the class teacher.</li> </ul>
<b>Resources</b>
<ul style="list-style-type: none"> <li>• Support the use of ICT in learning activities and develop pupils' competence and independence in its use</li> </ul>

<ul style="list-style-type: none"> <li>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</li> </ul>
<b>Impact</b>
<ul style="list-style-type: none"> <li>Enable pupils to make good progress.</li> </ul>
<b>Physical Demands</b>
<ul style="list-style-type: none"> <li>Support for PE lessons, visits and residential visits.</li> </ul>
<b>Working Environment</b>
<ul style="list-style-type: none"> <li>Safe, indoors and outdoors.</li> <li>Some challenge from pupils, parents and carers.</li> </ul>
<b>Emotional Context</b>
<ul style="list-style-type: none"> <li>Support for specific pupils with challenging behaviours and awareness of child protection procedures and concerns.</li> </ul>
<b>Other</b>
<p>The postholder will be expected carry out any other duties as are within the scope, spirit and purpose of the job, commensurate with the grade.</p> <p>The postholder will be expected to actively follow Telford &amp; Wrekin Council policies, including those such as Equal Opportunities, Human Resources, Information Security and Code of Conduct etc., maintaining confidentiality in all forms of communication including social media.</p> <p>The postholder will be expected to maintain an awareness and observation of Fire and Health &amp; Safety Regulations.</p>

### Person Specification

Criteria	Standard
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Good numeracy/literacy skills</li> <li>Completion of DfES Teacher Assistant Induction Programme</li> <li>NVQ 2 for Teaching Assistants or equivalent qualifications or experience</li> <li>Training in the relevant strategies e.g. literacy</li> <li>First Aid training/training as appropriate</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Working with or caring for children of relevant age</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Understanding of relevant policies/codes of practice and awareness of relevant legislation</li> <li>General understanding of national/foundation stage curriculum and other basic learning programmes/strategies</li> <li>Basic understanding of child development and learning</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Effective use of ICT to support learning</li> <li>Use of other equipment technology – video, photocopier</li> <li>Ability to self-evaluate learning needs and actively seek learning opportunities</li> <li>Ability to relate well to children and adults</li> <li>Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</li> </ul>
<b>Personal style &amp; behaviours</b>	<ul style="list-style-type: none"> <li>Dedicated and keen to make difference.</li> <li>Positive and enthusiastic.</li> <li>Ready for a challenge.</li> </ul>

This post has been identified as a customer facing role and therefore the Council is required to fulfil their statutory duty under Part 7 of the Immigration Act 2016. As a public body the Council is obliged to ensure member of staff in such roles are able to have a command of spoken English which is sufficient to enable the effective performance of their role.

This post has been assessed as requiring C1 level under the Common European Framework of Reference for Language (CEFR).

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We will ensure, so far as is reasonably practicable, that no disabled applicant is placed at a substantial disadvantage. This person specification includes what we believe are fully justifiable essential and desirable selection criteria. Provided that the selection criteria unconnected with the disability are met, we will make ALL reasonable adjustments in order that someone with a disability can undertake the duties involved.

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Type of criminal records checks required for this post	Ticked as required
None	
Basic Disclosure	
Standard Disclosure	
Enhanced Disclosure	X
Working with Adults - Regulated Activity	
Working with Children - Regulated Activity	

Information on types of criminal records checks is available at:

<https://www.gov.uk/disclosure-barring-service-check>