**Job Description**



**Post Title: Pupil Support Assistant**

**Scale: NJC Scale 2**

**Job Description Number: 2269**

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| **Job Purpose** |
| To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for all 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 work within our school team, supporting the planning and implementation of activities with individual or groups of children, promoting effective teaching and learning
* To be part of our team that provides a purposeful, stimulating environment rich in learning opportunities, both indoors and outdoors
* To establish positive and sensitive relationships with children. To act as a role model and set achievable expectations
* To provide support for the children’s emotional and social needs by implementing the principles of the school Behaviour Policy and role modelling high standards in all aspects of their role and personal conduct
* To be responsible for the planning, development and delivery of the Primary Key Stage you work in order to meet all learning interests and needs of children, extending them where necessary.
* To develop positive and sensitive relationships with parents and carers to support their role in children's learning. To provide constructive feedback on children’s progress / achievement, on a day-to-day basis or through parent meetings
* To comply and assist with the development of policies and procedures
* To be enthusiastic, highly motivated, enjoy working with young children and be passionate about making a positive difference to children’s lives
* To inspire trust, instil confidence and embrace challenges, in order to raise pupil expectation and attainment.
* As a member of staff, you have a duty to safeguard and promote the welfare of children as a shared responsibility with parents and other carers. If you have any concerns about a child, other parent, provider, agency, or any person, you have a responsibility to report those concerns, record appropriately and act accordingly to ensure all children are kept safe from harm.
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| **Contacts & Relationships** |
| * Headteacher – Periodic checks to ensure standards are maintained and to keep informed of any on-going strategic issues.
* Senior Leadership Team – Periodic checks to ensure standards are maintained and to keep informed of any on-going strategic issues.
* School Business Manager – periodic checks to ensure standards are maintained and to deal with day-to-day personal issues including, staff leave, contracts and absenteeism and to keep informed of any on-going strategic issues. Information and communication received should be acted upon and responded to appropriately.
* Colleagues – Any service-related issues which may arise.
* Cleaning Team - Any service-related issues which may arise.
* Contractors - Any service-related issues which may arise.
* Visitors - Periodic checks to ensure standards are maintained, observational visitors, new parent tours.
* Parents - Any service-related issues which may arise.
* Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.
* Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
* Establish constructive relationships with pupils and interact with them according to individual needs.
* Promote the inclusion and acceptance of all pupils.
* Encourage pupils to interact with others and engage in activities led by the teacher.
* Set challenging and demanding expectations and promote self-esteem and independence.
* Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
* 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.
* Establish constructive relationships with parents/carers.
* Allowing the child space to experiment, meet challenge and make mistakes, to grow and develop without over reliance on adult support.
* Appreciate and support the role of other professionals.
* Attend and participate in relevant meetings as required.
* Participate in training and other learning activities and performance development as required.
* Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
* 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.

Teaching assistants may from time to time be delegated to support the specific learning needs of an individual child or small group of children with SEND. This support may include:* Supporting the physical needs of the child (medication, toileting etc.)
* Supporting the child as a member of a group
* Monitoring behaviour
* Carrying out particular programmes to meet specific needs.
* Taking part in routine liaison with professionals involved with pupils
* Taking part in meetings with and supporting the child’s parents/carer
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| **Creativity** |
| * Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
* Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils’ work.
* Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
* Assist with the planning of learning activities
* Monitor pupils’ responses to learning activities and accurately record achievement/progress as directed
* Administer routine tests and invigilate exams and undertake routine marking of pupils’ work
* Provide clerical/administration support e.g., photocopying, typing, filing, money, administer coursework etc.
* Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
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| **Decisions** |
| * 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.
* Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
* Contribute to the overall ethos/work/aims of the school
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| **Management & Supervision** |
| * No management or supervisory responsibility
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| **Supervision Received** |
| * Responsible to the Headteacher who will delegate their Line Managers to conduct annual supervision and performance management.
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| **Complexity** |
| * You will complete a range of routine work with some variation in line with the contract specification
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| **Resources** |
| * Pupil Support Assistants may have access to sensitive and detailed information concerning a child and his or her family. It is essential that the confidentiality of the information is understood. Any breach of this confidentiality could result in the breakdown of essential good relationships between the school and the family. Liaison with parents is primarily the teacher’s responsibility, so any questions or queries from parents or others should be listened to carefully and then discussed with the class teacher before any reply is made. Unguarded remarks can be dangerous in this respect.
* Support the use of ICT in learning activities and develop pupils’ competence and independence in its use
* Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use
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| **Impact** |
| * All children make excellent progress and attainment
* All children are active protagonists in learning and their unique qualities as learners are known and supported by all members of staff
* Parents feel well informed to support their child’s learning and development
* The culture and ethos of the school is reflected in all activities and interactions that involve our Pupil Support Assistants on and off site
* Ensuring good behaviour and welfare requirements are maintained at school that keep children safe
* Provide role models and support parents to develop good practices with regard to their child’s behaviour.  Consistent behaviour strategy results in children managing good behaviour
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| **Physical Demands** |
| * To maintain good general health and mobility to support children indoors and outdoors when standing, sitting or moving
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| **Working Environment** |
| * Be able to work as part of a successful, hard-working, dedicated team
* To work with children in the outdoor environment all year round
* Occasionally may deal with families regarding difficult or distressing matters which may result in receiving verbal abuse, this would then be dealt with by the Headteacher or Deputy Head Teacher
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| **Emotional Context**  |
| * To be able to deal with emotionally stressful situations that may arise from working with families and colleagues
* To be aware of personal stress levels and alert senior staff if issues arise
* To participate in supervision activities to address any emotionally stressful experiences
* To occasionally deal with emotional / distressing information arising from unforeseen circumstances, i.e. safeguarding disclosures, illness related to children and families, this will then be forwarded to the Designated Safeguarding Lead and Safeguarding Officers.
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| **Other** |
| 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. The postholder will be expected to actively follow Telford & Wrekin Council policies, including those such as Equal Opportunities, Human Resources, Information Security and Code of Conduct etc. The postholder will be expected to maintain an awareness and observation of Fire and Health & Safety Regulations. |

**Person Specification**

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| **Criteria** | **Standard** |
| **Qualifications** | * Level 3 Diploma in Childcare in Education (formerly known as NNEB Diploma in Nursery Nursing) OR NVQ Level 4, Childcare in Education, City and Guilds, Advanced Certificate in Learning Support OR two years minimum satisfactory experience as a TA, with evidence of INSET undertaken.
* Good numeracy/literacy skills
* Completion of DfES Teacher Assistant Induction Programme (desirable)
* NVQ 2 for Teaching Assistants or equivalent qualifications or experience (desirable)
* Training in the relevant learning strategies e.g., literacy (desirable)
* First aid training/training as appropriate (desirable)
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| **Experience** | * Working with or caring for children of relevant age
* Experience of working with children who have a wide variety of educational needs (desirable)
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| **Knowledge** | * Understanding of relevant policies/codes of practice and awareness of relevant legislation
* General understanding of national/foundation stage curriculum and other basic learning programmes/strategies
* Basic understanding of child development and learning
* Knowledge and understanding of:
	+ How children develop
	+ How to support children in literacy and numeracy
	+ Supporting children with Special Educational Needs
	+ How children learn and how to motivate them
 |
| **Skills** | * Effective use of ICT to support learning
* Use of other equipment technology – video, photocopier
* Ability to self-evaluate learning needs and actively seek learning opportunities
* Ability to relate well to children and adults
* Work constructively as part of a team, understanding classroom roles and responsibilities and your own position with these

Able to:* Reinforce teaching points during teacher input
* Clear up misunderstandings and sort out misconceptions
* Teach new concepts as agreed with the class teacher
* Model acceptable behaviour
* Provide strategies for spelling, reading, number skills
* Extend children’s thinking skills
* Assess children’s understanding of concepts.
* Ability to offer constructive feedback to pupils to reinforce self-esteem.
* Discuss with children their understanding of learning objectives
* Suggest ways of developing learning
* Encourage good social skills
* Update assessments and Individual Education Programmes
* Assist in the recording of lessons and assessment as required by the teacher.
* To carry out and report on systematic observations of pupils’ knowledge and where appropriate modify or adapt the activities agreed with the teacher to achieve the intended learning outcomes.
* Liaise with the SENCO and outside agencies
* Take an active involvement in medium-term planning
* Provide support to less experienced TAs (desirable)
* Work within and apply all school policies e.g. behaviour management, Child Protection, Health & Safety etc.
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| **Personal style & behaviours** | * Calmness
* Confidentiality
* Empathy
* Enthusiasm
* Flexibility
* Ability to use own Initiative
* Organised
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*Where the post has been identified as “customer facing” under the requirements of the fluency duty, please insert the paragraph below:*

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 **B2** level under the Common European Framework of Reference for Language (CEFR).

This has been chosen B2 because the role will need to understand the main points of clear standard input on familiar matters regularly encountered in the school and can deal with most situations likely to arise.

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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 | ✓ |
| 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>