



KINGFISHER
LEARNINGTRUST
E N D L E S S P O S S I B I L I T I E S

Kingfisher Special School & Halcyon Way School

Teaching Assistant Level 1 Job Description & Person Specification

Signed by:	
Signature:	
Date:	

Teaching Assistant Level 1 Job Description

Job Description:	Teaching Assistant Level 1
Responsible to:	Executive Headteacher
Line Manager:	Head of School
Salary:	Grade 2, points 4-6 (£24,404-£25,183 full time equivalent) plus 8% SEN allowance 32.5 hours per week, term time only plus 5 development days
Conditions of Employment:	The appointment is subject to enhanced DBS and medical clearance, as well as references. All Teaching Assistants must be willing to undertake a review of their responsibilities and alter them in accordance with the changing needs of the school. This is part of the annual Appraisal process. In exceptional circumstances, a review may take place at any other time.
Purpose of Post:	To: work under the instruction of teaching/senior staff to enable pupils to access learning. By: providing high quality assistance and support to pupils and staff in order to enhance learning and outcomes in different learning environments This involves support for: ~ pupils, by supporting them to access learning in a range of contexts ~ staff team, by assisting with the preparation, delivery and support of learning activities ~ school team, by working to the values and vision of the Trust, being aware of and complying with policies and procedures, and contributing to the overall ethos.

Teaching Assistant Level 1 Job Description

Main Areas of Responsibility:

Support for Pupils

- Maintain high expectations of pupils at all times; work with the values of the Trust and towards the Trust's vision of "endless possibilities"
- Assist and support pupils in respect of Personalised Learning Plans (PLPs) to support learning strategies across the curriculum, as directed by the teacher
- Implement pupil's communication guidelines and appropriate communication methods in line with the school's Total Communication approach
- Support the effective use of ICT in learning activities and develop pupils' competence and independence in its use
- Ensure all pupils are safe and have equal access to opportunities to learn and develop
- Support and implement pupils' healthcare plans undertaking low level medical procedures. This may include undertaking emergency tracheostomy changes, suctioning, chest physiotherapy, repositioning, monitoring oxygen levels, administering rescue medication, etc. A specific training package, together with regular reviews, will be agreed between schools and health care professionals to ensure that staff are competent in undertaking these procedures
- Support pupils with their personal programmes to support their learning (this will include implementing Personal Care Programmes and toileting and changing children where appropriate,) relating to communication, social, health, safe moving and handling, hygiene and welfare matters
- Promote positive values, attitudes and good pupil behaviour. Anticipate and manage challenging behaviour, conflicts and incidents promptly, whilst encouraging pupils to take responsibility for their own behaviour, in line with established schools' policies, e.g. following the principles of Team Teach
- Ensure the safety, welfare and personal care of pupils is attended to with dignity, empathy and respect
- Administering first aid to pupils in line with schools' procedures, following appropriate training
- Supporting pupils with eating and drinking, following feeding and swallowing training appropriate to the pupil being supported
- Be an advocate for the pupil and intervening where a risk to the pupil's health is identified, ensuring a high level of safety at all times
- Establish a rapport and respectful and trusting relationship with pupils; able to recognise any changes in the pupil's presentation which may give rise to a health and safeguarding concern
- Assist pupils to access different areas of the schools
- Promote inclusion and acceptance of all pupils by encouraging them to interact with each other and to engage in activities led by the teacher
- Promote self-esteem and encourage pupils to act independently as appropriate
- Receive pupils safely into school and prepare them for home at the end of the school day
- Supervise, lead and engage pupils in lunchtime activities

Support for Teachers

- Collate and record/report information from/to parents/carers as directed
- Be aware of pupil personal needs/progress/achievements and feedback/report to the teacher as agreed
- Help to develop and maintain an appropriate learning environment
- Undertake basic pupil record keeping as requested
- Prepare classrooms as directed for lessons and clear-up afterwards
- Assist with the display of pupils' work that values and reflects their learning, in line with school policy
- Prepare and maintain equipment/resources, including specialist equipment, as directed by the teacher and assist pupils in their use
- Provide clerical support for teachers, e.g. photocopying, filing, record-keeping, collecting money, production of resources for agreed activities etc

Teaching Assistant Level 1 Job Description

Main Areas of Responsibility:

Support for the Schools

- Promote the Trust's and schools' values, ethos and positive relationships with pupils, staff and stakeholders
- Support the teacher and other colleagues to help pupils in managing their behaviour, dealing sensitively and effectively with those in crisis, following Team-Teach principles
- Work in collaboration with colleagues, contributing to the achievement of schools' objectives
- Supervise and engage pupils with activities outside the classroom, e.g. Lunchtime Club or accompany teaching staff and pupils on Educational Visits and out-of-school activities as required
- Assist with activities outside the classroom, working as part of a team to oversee pupils and support other activity leaders
- Participate in the work of a school development team eg, Aspect; Subject etc

Standard Duties

- Understand the importance of inclusion, equality and diversity, both when working with pupils and with colleagues, and promote equal opportunities for all
- Uphold and promote the values and the ethos of the Trust and Schools
- Implement and uphold the policies, procedures and codes of practice of the Schools, including relating to confidentiality, data protection, ICT, health & safety, anti-bullying and safeguarding/child protection
- Take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the schools, e.g. challenging a stranger on the premises
- Participate and engage with workplace learning and development opportunities, subject to the schools' training plan, working to continually reflect on and improve own performance and that of the team/school
- To attend and participate in relevant meetings as appropriate
- To undertake any other additional duties commensurate with the grade of the post

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Person Specification			
	Selection criteria (Essential)	Selection criteria (Desirable)	How Assessed
Education and Qualifications	Teaching Assistant Diploma or equivalent	D	A/I
	Literacy and Numeracy skills equivalent to Level 1 of the National Qualification & Credit Framework	E	A/I
Experience	Working with, volunteering or caring for children of a relevant age to those in the school and /or experience of working with children who have special educational needs	E	A/I/R
Knowledge, Skills & Abilities	ICT skills to operate a computer and other basic technology such as photocopiers etc.	E	A/I
	Interpersonal skills to relate well to children and adults	E	A/I/R
	Communication skills to exchange information to a range of audiences including pupils, teachers, other school colleagues and parents/carers	E	A/I/R
	Team-work skills to work collaboratively with colleagues, understanding classroom roles and responsibilities and your own position within these	E	A/I
	Basic understanding of learning strategies	E	A/I/R
	Understanding of equal opportunities and an awareness of potential barriers children may have about learning	E	A/I/R
	Understanding of how safeguarding and confidentiality are important when working with children and young people	E	A/I/R
	Knowledge of a Community language, e.g. Signalong, Urdu, Bangla, Polish	D	A/I
Work Circumstances	To work flexibly as the workload and needs of the pupils demand	E	A/I
	To travel and work at other locations/schools as may be required including those across the Trust	E	A/I
	Occasional out of hours working to support school functions	D	A/I

Abbreviations: AF = Application Form; I = Interview; R = Reference

NB - Any candidate with a disability who meets the essential criteria will be guaranteed an interview