

## Job Description

**POST:** **Teaching Assistant Level 1 working with 2 children in Year 4 with an EHCP**

**RESPONSIBLE TO:** **The Executive Headteacher, members of the senior leadership team (SLT) and the governing body**

**SALARY:** **Scale D3 (£14,230 per annum) Fixed term attached to child's EHCP**

**LOCATION:** **Wood End Primary School**

**WORKING PATTERN:** **Monday to Friday 8:30 - 3:00 (26.25 hours per week). 39 weeks**

**DISCLOSURE LEVEL:** **This position is subject to an Enhanced DBS check and a check of the Children's Barred List**

**KEY RELATIONSHIPS:** **Working closely alongside other members of the midday supervisor team, teaching staff, office staff and children.**

### **MAIN PURPOSE:**

- Be responsible for the learning and achievement of the pupils in your care
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to your professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, SENDCO, class teacher, other staff and external agencies in the best interests of the pupil
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

### **SPECIFIC RESPONSIBILITIES:**

#### **Supporting learning**

- Deliver the curriculum as planned by the class teacher following specific instructions
- Be responsible for the preparation and development of resources to support the progress of the children in your care
- Be accountable for the attainment, progress and outcomes of the pupils in your direct care
- Have a clear understanding of the needs of the pupils; including social and emotional needs and academic needs
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English
- Use an appropriate range of observation, assessment, monitoring and recording strategies to inform class teacher assessments and the information provided for EHCP reviews and work with external agencies
- Give the pupils in your care regular feedback and encourage pupils to respond to the feedback. Ensure the class teacher is aware of how successful the pupil has been.
- Understand the requirements set out in the EHCP for the children in your care and seek advice if necessary in ensuring its implementation

- Work with professionals, following advice and seeking the best outcomes for the children in your care
- Promote inclusion and involve the children in school life at every opportunity possible

### **Behaviour and Welfare**

- Maintain a safe, purposeful and stimulating environment for pupils, rooted in mutual respect
- Work within the school's framework for behaviour ensuring consistency
- Support the children when dysregulated to help manage emotions safely
- Follow the children's positive handling plan and risk assessment which may involve physical intervention
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Seek help from school leaders if needed
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Carry out playground and other duties as directed
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

### **Team working and collaboration**

- Participate in any relevant meetings/professional development opportunities, which relate to the pupils in your care
- Liaise with the class teacher about learning activities and expected outcomes
- Liaise with parents about daily progress and any matters arising

### **Fulfil wider professional responsibilities**

- Adhere to the staff code of conduct at all times
- Work collaboratively with others to develop effective professional relationships
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

### **Other**

- To have professional regard for the ethos, policies and practices of the school in which you work, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the Headteacher or Senior Leadership Team

### **Safeguarding Children**

The trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant

functions are fulfilled through direct dialogue with employees, contractors and community members.

**English Duty -**

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

## Person Specification

|                                         | <b>Essential</b>                                                                                                                                                                                                                                                                                                             | <b>Desirable</b>                                                                                                                                                                                                                                                              |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Qualifications</b>                   | <ul style="list-style-type: none"> <li>• GCSE English Grade C or Level 4 equivalent</li> <li>• GCSE Maths Grade C or Level 4 equivalent</li> <li>• Level 2 NVQ or equivalent</li> </ul>                                                                                                                                      |                                                                                                                                                                                                                                                                               |
| <b>Experience, Skills and knowledge</b> | <ul style="list-style-type: none"> <li>• Experience of working with children</li> <li>• Communication skills with both adults and children</li> <li>• Written skills</li> <li>• Basic ICT skills (access email and online training)</li> <li>• Understanding reports from professionals</li> <li>• Record keeping</li> </ul> | <ul style="list-style-type: none"> <li>• Understanding of the SEND Code of Practice</li> <li>• Experience of working with SEND children</li> <li>• Understanding of a restorative approach to behaviour</li> <li>• Emotion coaching</li> <li>• Team Teach training</li> </ul> |
| <b>Personal Qualities</b>               | <ul style="list-style-type: none"> <li>• Calm under pressure</li> <li>• Co-operation</li> <li>• Communication</li> <li>• Flexibility and ability to adapt</li> <li>• Problem solving</li> <li>• Teamwork</li> <li>• Resilience</li> <li>• Tenacity</li> </ul>                                                                |                                                                                                                                                                                                                                                                               |

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|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Other</b> | <ul style="list-style-type: none"> <li>• Commitment to safeguarding and promoting the welfare of children and young people</li> <li>• Willingness to undergo appropriate checks, including enhanced DBS Checks</li> <li>• Motivation to work with children and young people</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> </ul> |  |
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## Our Values and Vision

These are our values. They can be thought of as our ‘non-negotiables’ – beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

## Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

**Achievement - Academic:** We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control ('knowing what to do when they don't know what to do') in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

**Achievement - ‘letting your light shine’:** All young people achieve things they can be proud of every day in addition to academic success and outside our school’s planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

**Achievement - relationships (Starfish Principle):** Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

## Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other’s professional and personal wellbeing.

The Trust Board sees all members of the Trust’s staff community as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working



together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.