

Job Description

Job Title: Teaching Assistant - Tree House

Grade: ST 6

Department: Teaching & Learning

Reports To: Tree House Teacher & SLT

MAIN PURPOSE

Working under guidance of teaching staff to implement work programmes to individuals/groups. This could include those requiring detailed and specialist knowledge in particular areas; assist in the whole planning cycle and management/preparation of resources; provide lead cover for the whole class for short periods under an agreed system of supervision. Working under guidance of teaching staff: provide support in addressing the needs of pupils who need particular help to overcome barriers to learning. Attending to the pupils' personal needs and assisting in their social, health and personal hygiene.

RESPONSIBILITIES AND DUTIES

Support for Pupils

- Use specialist (curricular/learning) skills/training/experience to support pupil
- Assist with the development and implementation of EHC and personalised learning plans
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom and across the wider school
- Support pupils consistently, whilst recognising and responding to their individual needs
- Encourage pupils to interact and work cooperatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement
- Provide feedback to pupils, parents and other stakeholders in relation to progress and achievement.
- Provide pastoral support to pupils
- Attend pupils' personal needs and provide advice to assist in their social, health & hygiene development including in the swimming pool and with administering medication as appropriate.
- Participate in comprehensive assessment of pupils to determine those in need of particular help assist the teacher and/or therapists with the development and implementation of support programmes.
- When required, develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils including those who are dysregulated and/or in crisis.
- Provide information and advice using appropriate methods to enable pupils to make choices about their own learning and behaviour
- Challenge and motivate pupils, promote confidence and reinforce self-esteem
- Support pupils with their lunch / feeding and all aspects of their social, health and personal needs
- Set up and clear up the dining hall, clean up spillages or debris around the dining/play areas to ensure the maintenance of good order and safety.

Support for Teacher

- Work with Class Teachers and the school leadership team to establish an appropriate and effective environment for learning.
- Work with the teacher offering feedback and assessments which inform lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- Undertake marking of pupils' work and accurately record achievement/progress.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour where it's appropriate to do so.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility.
- Liaise with feeder schools and other relevant bodies to gather pupil information, where appropriate
- Support pupils' access to learning using appropriate strategies, resources etc. Work with other staff including therapists in planning, delivering, evaluating and adjusting learning activities as appropriate
- As directed by the Class Teacher, deliver specialist interventions assigned and planned for by visiting therapists (e.g. Attention Autism, TACPAC, What's in the Box, Speech and Language Therapy interventions etc.'.)
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording
- Clerical/admin support as required e.g. contributing to reports ahead of annual reviews, supporting with correspondence, compilation/analysis/reporting on attendance, exclusions etc., making phone calls etc. - all in collaboration with the class teacher or leadership team.

Support for the Curriculum

- Implement agreed learning activities/teaching programmes, adjusting and adapting activities according to pupil responses/needs
- Implement literacy and numeracy programmes and make effective use of opportunities provided by other learning activities to support the development of literacy and numeracy skills
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Help pupils to access learning activities through specialist support
- Determine the need for, prepare and maintain general and specialist equipment resources
- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils
- Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop.

Support for the school

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security and data protection, reporting all concerns to an appropriate person and sharing the school commitment to safeguarding.
- Be aware of confidential issues linked to home/pupil/teacher/school/work and to keep confidences as appropriate
- Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils

- Attend and participate in regular meetings Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- When required, undertake planned supervision of pupils out of school hours
- Supervise pupils on visits, trips and out of school activities as required
- Assist in the supervision, training and development of staff, students and volunteers

SPECIAL CONDITIONS OF SERVICE

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Employees are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because the post allows substantial access to children, candidates are required to comply with departmental procedures in relation to police checks. Our Schools/Trust and all its personnel are committed to safeguarding and promoting the welfare of the children. The successful applicant will be subject to a full Disclosure and Barring Service (DBS) disclosure and checks regarding proof of ID, medical clearance and the right to work in the UK.

CONTACTS AND RELATIONSHIPS (customer focus, both internal and external)

Provide to customers/clients the specified standard and level of service that is expected, noting and passing on any shortfalls or potential improvements.

MANAGEMENT AND LEADERSHIP (finance, resources, performance management, staff supervision and service delivery)

Fully and positively participate in the Trust’s performance management & appraisal/ performance related pay/performance development scheme in order to develop and enhance personal and service performance.

EQUALITIES

Implementation of the Trust’s equal opportunities policies and its statutory responsibility with regard to other individuals and service delivery.