

JOB DESCRIPTION

TITLE: Teaching Assistant (3)/Learning Supervisor

SCHOOL: Bushmead Primary & Nursery School

RESPONSIBLE TO: Headteacher/Manager/SENCO

GRADE: L4

PURPOSE OF POST: Support the class teacher in all aspects of teaching and enhance learning opportunities for pupils, bringing to bear knowledge and practical experience gained through working with pupils, and through their theoretical and academic experience/achievement.

ORGANISATION CHART: Headteacher,/Manager/SENCO

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Teaching Assistant (3)/Learning Supervisor

PRINCIPAL RESPONSIBILITIES:	%
1 Under the direction of the Inclusion Team, support the teaching and learning of individual or groups of pupils, using support strategies appropriate to the needs of pupils, providing feedback and liaising over problems. Facilitate the intellectual and social development of pupils, working with the Inclusion Team alongside Class Teacher to support the child's SEMH needs with an aim to reduce the support over a period of time.	50
2 Contribute to the planning of teaching and learning for the whole class and/or individual pupils on a short, medium and long-term basis. Contribute to the planning of lessons and work programmes, the devising of activities and target setting.	15
3 Contribute to the monitoring, recording and assessment of pupil progress through observation and questioning, against pupil targets (and Individual Educational Plans where relevant) keeping detailed records of individual's progress. Assist in the schools policy of recording and tracking interventions to support the SEMH needs across the school as directed by the Inclusion Team.	10
4 Contribute to the development and maintenance of a Therapeutic classroom and implement and monitor the school's behaviour and any related policies and procedures. Invigilate tests and examinations as directed. To Supervise whole groups in particular curriculum activities and the class for agreed periods.	5
5 Develop and maintain supportive relationships with parents, carers and others of the pupil's community. Work collaboratively with other agencies and professionals, as necessary, including educational psychologists, health professionals, education welfare officers, to meet the personal and educational needs of individual pupils. Coach and train others in these strategies.	5
6 Contribute to the school's graduated response to SEMH needs in line with the schools Therapeutic Thinking policy.	5
7 As required, lead specific aspects of teaching, learning and personal development, linked to identified SEMH needs. In addition help coordinate with the Inclusion Team/Class Teacher work for pupils not accessing learning in the classroom.	5

- 8 Contribute to the wider school by supporting the inclusion of children with SEMH needs by acting as a role model and mentor to specific children.
9. Maintain confidentiality and follow safeguarding, child protection and the school code of conduct at all times.

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DIMENSIONS:

Supervisory Management: Coaching Others

Financial Resources: N/A

Physical Resources: Classroom materials, equipment and resources

Other:

CONTEXT: All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment. A Teaching Assistant at this level will take responsibility for pupils on placement. S/he should be involved in promoting the acceptance and integration of pupils with special educational needs. They might also be involved in the assisting of pupils for whom English is an additional language.

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006.

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the School / Authority.

Disclosures are handled in accordance with the DBS Code of Practice which can be accessed via www.disclosure.gov.uk

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.'

Physical Effort: The job is likely to involve some lifting of children and equipment on a regular basis. Training will be provided.

Working Environment: There could be a frequent requirement to deal with vomit and bodily fluids when children are unwell.

CVs will not be accepted for any posts based in schools.

Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E) :- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable criteria</u> .				
Attributes	Essential	How Measured	Desirable	How Measured
Experience	Demonstrable experience of planning, monitoring and assessment of pupils' work. Substantial experience of working in an educational setting. Some experience of working with people with a range of special needs. Experience of working in a school environment is essential for this post.	1,2 1,2 1,2 1,2		
Skills/Abilities	Able to contribute constructively to and work effectively as a member of a team. Able to use own initiative in working with parents/carers and the child's community within an agreed framework of policies and procedures. Able to communicate effectively at a range of levels, e.g. with children, parents, other professionals, etc.. Able to keep accurate records and use these to inform judgements. Able to support learning in numeracy at relevant Key Stage. Able to support learning in literacy at relevant Key Stage. Information technology skills in word processing, the use of databases and spreadsheets to support record keeping and children's learning. Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English	1,2 1,2 1,2 1,2 1,2,5 1,2,5 1,2,5 1,2,5		
Competencies	Able to form appropriate relationships with young people. Emotional resilience in working with challenging behaviours. Able to demonstrate appropriate motivation to work with young people. Appropriate attitudes to use of authority and maintaining discipline.	1,2 1,2 1,2 1,2		
Equality Issues	Able to recognise and act upon common forms of discrimination. Able to understand the issues for pupils' education in an urban, multi-cultural context.	1,2 1,2		
Specialist Knowledge	Demonstrable knowledge of how pupils learn including some	1,2		

	knowledge of how to support pupils with SEMH needs. Demonstrable knowledge of curriculum requirements. Some knowledge of policies and procedures in areas such as child protection, behaviour management.	1,2,5 1,2,5		
Education and Training	Able to commit to relevant job training. Willingness to undertake First Aid training and to apply this in the school.	1,2 1,2,4 1,2		
Other Requirements		1,2		

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Luton Borough Council's policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (2018)

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

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