



OAK TREE SCHOOL

JOB DESCRIPTION

Teaching Assistant

Grade

Grade 5, Spinal Points 12 to 17

Purpose

To support teachers in enabling pupils with ASD and associated complex needs to access learning and make progress by providing effective individual, group and classroom support; contributing to pupils' social, educational and emotional development; supporting agreed learning programmes; promoting pupils' welfare, personal care and safety; and, for pupils with additional needs, liaising with colleagues, families and external agencies in relation to development meetings.

Staff Responsibilities

No line management responsibility. No staff group managed.

Deployment

Deployment expectations: TBC.

Financial Accountability

No budgetary responsibility.

Key accountabilities

- Support teaching and learning under the direction of teachers so that pupils with ASD and associated complex needs can engage with planned learning and make progress.
- Contribute to assessment by observing pupils, recording relevant learning information and providing feedback to teachers.
- Support consistent behaviour management, pupil wellbeing and safety in accordance with school procedures.



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- Promote inclusion and respond appropriately to pupils' individual needs.
- Provide personal care, first aid and support with medicines where required and in accordance with training and procedures.
- Implement agreed multidisciplinary strategies, including SALT, OT, clinical and behaviour support.
- Model Alternative Augmentative Communication strategies to support pupils' access to learning.
- Support phase-specific learning, including EYFS principles in the Primary phase and national examination, BTEC or ASDAN qualifications in the Secondary phase.
- Maintain positive communication with parents and carers.
- Prepare and maintain learning resources and provide associated clerical and administrative support.

Relationships

The postholder will build positive, professional relationships with a wide range of stakeholders, including Trust and school leaders, colleagues across Maiden Erlegh Trust, students, parents and carers, plus external partners. These relationships are central to creating a collaborative, supportive environment that enables shared success and strong outcomes for all.

The postholder will also maintain effective day-to-day relationships with pupils, colleagues and parents/families, reflecting the relationship requirements identified in the legacy Job Description.

Supporting Maiden Erlegh Trust

The postholder may occasionally support other Maiden Erlegh Trust schools, promoting collaboration, professional growth, and the sharing of effective practice. This cross-Trust work provides opportunities to learn from colleagues, contribute to improvement initiatives, and strengthen our community.



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Main duties and accountabilities

Teaching and Learning

- Work under the direction of teachers to support the learning of pupils with ASD and associated complex needs.
- Liaise with the class teacher regarding planned programmes of work for each session and/or day and undertake small activities linked to teacher input.
- Encourage pupils' interaction with and engagement in teacher-led learning activities.
- Maintain regular dialogue with the class teacher regarding pupils' progress and any perceived difficulties with learning objectives.
- Prepare and routinely maintain classroom and individual materials, resources and displays; support pupils in using them; clear resources afterwards; and display pupils' work.
- Prepare visual resources in response to individual pupils' needs.
- Attend multidisciplinary training and implement strategies provided in relation to SALT, occupational therapy, clinical support and behaviour support.
- Model Alternative Augmentative Communication strategies to support pupils in accessing learning to strengthen communication and engagement with learning.
- In the Primary phase, support and supervise pupils in developing the fundamental principles of the EYFS.
- In the Secondary phase, support and supervise pupils in working towards national examination qualifications or relevant BTEC or ASDAN qualifications.

Assessment

- Carry out relevant personal learning intention observations and learning journey observations.
- Be aware of pupils' challenges and achievements and liaise with the teacher regarding appropriate strategies to support pupils' progress.
- Provide teachers with relevant information about pupils' progress and difficulties in relation to identified learning objectives.



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Behaviour Management and Student Wellbeing

- Support teachers in managing behaviour, reporting difficulties and logging behavioural incidents.
- Support behaviour management across the school by recognising and celebrating positive behaviour and challenging, logging and reporting poor behaviour, including discriminatory behaviour, and sanctions in accordance with school procedures to support a safe and positive learning environment.
- Supervise pupils at break and lunchtimes, including supporting preparation for lunch through handwashing, preparing and clearing away activities and undertaking playground or wet-play supervision, while using activities and games to promote learning and participating as necessary.
- Where pupils' safety is at risk, assess the situation, take appropriate remedial action and escalate promptly where required.

Pastoral and Inclusion

- Promote inclusion, act as a positive role model, maintain awareness of individual pupils' needs and respond appropriately to those needs.
- Provide for pupils' welfare and personal care individually and in groups and ensure their safety, including administering medicines, using basic first aid with the support of trained colleagues and providing intimate care where required and in line with training and procedures.
- Gather and report information from and to parents and carers as required and provide appropriate support to promote a positive school-home relationship.
- Develop a risk assessment, pupil profile and behaviour support plan for pupils within the class to support consistent responses to individual needs and risks.
- Display a commitment to the protection and safeguarding of children, young people and vulnerable adults, and to inclusion and diversity, ensuring individuals have equal access to opportunities to learn and develop.



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Trust Culture

- Contribute to the overall aims and targets of the school and recognise and support the roles of other members of the school team.
- Attend relevant meetings as required.
- Be aware of and participate in the school's performance management framework and line manager meetings.
- Participate in training and development activities as required.

Other

- Provide clerical and administrative support, including photocopying, typing, filing and collecting money.
- Comply with school policies and procedures, including those relating to child protection, health, safety, welfare, security, confidentiality and data protection, reporting concerns to the appropriate person.

Other requirements and responsibilities

- Enhanced DBS required.
- Provide first aid as required and in line with training provided.
- Provide intimate care for children as required and in line with training provided.
- The first aid and intimate care requirements above are also reflected within the Main duties and accountabilities section.