



Teaching Assistant - Apprentice

JOB DESCRIPTION

Role Purpose:

The purpose of this role is to assist and support pupils with additional needs ensuring that all children can integrate as fully as possible in all learning.

Key Accountabilities:

Reporting to Additional Needs/Deputy SENCO this post holder will be accountable for

- Liaising with a variety of internal and external parties such as class teachers, members of the additional needs team, outside agencies as required e.g speech and language therapists, educational psychologists etc.
- Provide support for the pupils with additional needs to ensure that the pupil can integrate as fully as possible in the activities generally undertaken by the other children in the class and make progress.
- Assist with running specific programmes and activities to assist with individual learning and social needs.
- Supporting class teachers and the SENCO with activities to help achieve the targets on the pupils' one page profile.

Supporting the pupil:-

- To provide learning support for the pupil in class or in withdrawal situations, either 1:1 or small groups.
- To develop knowledge of the particular needs of the child and seek advice from SENCO, class teacher and outside agencies as required.
- To aid access to the full range of learning experiences both inside and outside the classroom and provide modified materials as required e.g. worksheets, games, visual prompt cards etc.
- To make or modify resources as suggested and advised by the SENCO, Educational Psychologist or other outside agencies.
- To be involved in the planning and preparation of the day to day class activities.
- To assist in maintaining an inclusive learning environment both in the classroom and outside.
- To support the pupil during social times (where appropriate), being mindful of his health and safety in relation to his condition, and encouraging safe interactive play.
- Motivate and encourage the pupil to have a go at activities they may be unsure of.
- Provide positive reinforcements, praise and rewards.
- Facilitate inclusion in small group activities with peers and support interaction between them.
- To attend in service training relevant to the post in order to keep up to date with developments in working with children with special educational needs.
- Provide support and facilitate interaction with peers in the classroom and around school.

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People Development Director	Date: 09/03/21
Version	1.0



- To regularly liaise with parents/carers.

Supporting the Class Teacher and the Learning Leader for Additional Needs:-

- To work as part of the team to ensure that the well being and personal development of the pupil enhances their learning opportunities and life skills.
- To attend planning meetings with the SENCO and class teacher to develop learning programmes and to assist in the delivery of the individual learning programmes on a daily basis to promote learning, behaviour and communication skills.
- To provide regular feedback to the class teacher, SENCO, parents/carers and relevant outside agencies about the pupil's difficulties and progress.

Supporting the School:-

- To work with parents and carers in line with the E-ACT Code of Conduct.
- To participate in relevant professional development under the direction of the Learning Leader for Additional Needs
- To understand and apply the school policies on learning and behaviour, and the statutory guidelines relating to disability discrimination and special educational needs.
- To maintain confidentiality and sensitivity to the pupil's needs but have regard to the safeguarding procedures of The Oldham Academy North.
- To carry out duties as directed by the SENCO or Principal.

Culture

- Responsible for the Health and Safety, security and welfare of self and colleagues in accordance with E-ACT's policies and procedures, reporting all concerns to an appropriate person.
- Responsible for working in accordance with E-ACT's policy relating to the promotion of Equality, Diversity and Inclusivity

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PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.

OUR VALUES

Thinking Big	<ul style="list-style-type: none"> • Show energy, enthusiasm and passion for what you do • Demand the highest quality in all that you do, and in the work of your team • Willing to champion new ideas and think beyond the status quo • Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better • Be open to new ideas and change where it will have a positive impact on the organisation • Show a willingness to embrace different ideas and ways of thinking to improve E-ACT • Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work • Commitment to self-development, and developing your wider Team • Ability to self-reflect on yourself, your performance, and to think about how this could be improved further • Ability to encourage ideas from others in order to improve the organisation and build your team's confidence
Doing the Right Thing	<ul style="list-style-type: none"> • Have integrity and honesty in all that you do • Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work • Take responsibility and ownership for your area of work • Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils • Be transparent and open

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	<ul style="list-style-type: none"> • Be resilient and trustworthy • Stand firm and stay true to our mission
Showing Team Spirit	<ul style="list-style-type: none"> • Understand how you can have a greater impact as a team than you can as an individual • Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission • Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level • Recognise and celebrate the success and achievements, no matter how small, of your colleagues • Be generous with sharing your knowledge to help to develop others • Understand and be willing to receive suggestions and input on your area of work from others • Support your colleagues, even when this means staying a little later, or re-prioritising some of your work • Be aware of other peoples' needs and show an ability to offer genuine support • Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams

KNOWLEDGE, EXPERIENCE & SKILLS

Requirement

E – Essential

D – Desirable

Assessed at

A – Application Stage

I – Interview Stage

P – During the probationary period

		E	D	A	I	P
Organisational Fit	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
Knowledge	5 GCSEs including Maths and English (grade 4-9) or equivalent	X		X	X	X
	Willingness to attend training course considered appropriate for the post	X		X	X	
Experience	Experience in a relevant environment such as working with children, peer mentoring or in a care role		X	X	X	
	Experience of working with children who have a wide variety of educational needs		X	X	X	X
	Experience of updating assessments and Individual Education Programmes		X	X	X	X

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Version	1.0



	Experience of liaising with the SENCO and outside agencies		X	X	X	X
Skills	Able to plan and work effectively under pressure	X		X	X	X
	Well-developed written and oral skills	X		X	X	X
	Excellent interpersonal and communication skills	X		X	X	X
	Have knowledge and understanding of the different social, cultural and physical needs of pupils and the ability to apply this appropriately		X	X	X	X
	Provide appropriate role models of behaviour both in the classroom and around school.	X		X	X	X
	Ability to motivate pupils to be sociable by applying appropriate knowledge and strategies.	X		X	X	X
	Ability to communicate with a wide range of stakeholders using a variety of methods	X		X	X	X
	Ability to work with an individual child or with a group	X		X	X	X
	Ability to work closely with parents	X		X	X	X
	Ability to model acceptable behaviours and encourage good social skills	X		X	X	X
	Ability to extend children's thinking skills	X		X	X	X

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