

SARACENS BELL LANE

JOB DESCRIPTION

Position: Classroom Teaching Assistant
Reporting to: Vice Principal

The Teaching Assistant plays a vital role in supporting the social, emotional, academic and physical development of pupils at Saracens Bell Lane. The post holder will contribute to a safe, inclusive, trauma-informed and nurturing learning environment where all pupils are supported to make expected or better progress. The role is grounded in the understanding that all behaviour is communication, and that strong, trusting relationships and restorative approaches are central to effective learning and wellbeing.

The Teaching Assistant will uphold the school's values and aims, promote high expectations, inclusion and wellbeing, and work flexibly, when required, across the school - including Early Years and SEN provisions.

PURPOSE:

- To provide support to teachers in the learning and personal development of pupils including those with complex needs and/or disabilities.
- To assist the learning and personal development of pupils to enable them to make best use of the educational opportunities available to them.
- To work under the guidance and overall supervision of teachers and inclusion manager to enable access to learning for specific pupils and to assist the whole staff team in the support of pupils across the year group
- To provide support for a broad, balanced, stimulating and adapted curriculum that meets individual children's needs.
- To provide a high quality education, nurture and care for specific pupils in the school, in partnership with their parents and carers.
- To support the effective delivery of key interventions.

DUTIES AND RESPONSIBILITIES

SUPPORT FOR PUPILS

- Work with teachers to raise the learning and attainment of pupils while promoting their independence, self-esteem and social inclusion.
- Provide support to pupils so that they can access the curriculum, participate fully in learning and experience a sense of achievement.
- Demonstrate an informed and effective approach to teaching and learning by adopting appropriate strategies and adapting activities, resources and the learning environment to meet the needs of all pupils, ensuring every child can access learning and make good progress.
- Promote, support and facilitate inclusion by encouraging the participation of all pupils in learning and extracurricular activities.
- Communicate effectively and sensitively with pupils, adapting approaches to meet individual needs and support learning.
- Support pupils' learning through high-quality interactions within continuous provision, extending learning through effective questioning, modelling, purposeful play and conversation.
- Encourage pupils to develop independence, resilience and confidence by enabling them to access and use classroom resources and continuous provision effectively.

- Deliver targeted interventions and provide individual and small-group support under the direction of the class teacher and/or SENDCo.
- Support pupils with Education, Health and Care Plans (EHCPs), Individual Support Plans (ISPs) and those receiving SEN Support to achieve their individual outcomes and targets.
- Use agreed strategies and resources to support pupils' communication and language development, emotional regulation, sensory needs, social interaction and independence.
- Model high-quality language and communication to develop pupils' vocabulary, speaking and listening skills across all areas of learning.
- Observe pupils during adult-led and child-initiated learning, recording significant observations and maintaining accurate and up-to-date learning journals and assessment records in line with school expectations.
- Support pupils' learning and development both indoors and outdoors, ensuring purposeful engagement across all learning environments.
- Where appropriate, support pupils with personal care, intimate care and medical needs in accordance with school policies and procedures.

SUPPORT FOR TEACHERS

- Understand the role of the Teaching Assistant and work collaboratively with classroom teachers, the SENDCo and other colleagues, including specialist advisory teachers.
- Support the teacher in securing the best possible outcomes for all pupils.
- Share professional observations and knowledge of pupils to inform planning, assessment and decision-making.
- Support teachers in adapting learning, resources and the classroom environment to ensure learning is inclusive, accessible and appropriately challenging for all pupils.
- Use effective behaviour management strategies consistently in line with the school's policies and procedures.
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil progress, including maintaining accurate learning journals, recording observations and providing evidence towards assessment.
- Support the implementation, monitoring and review of Individual Support Plans (ISPs), Education, Health and Care Plans (EHCPs) and other personalised provision by contributing observations, evidence and feedback to the class teacher and SENDCo.
- Prepare, organise, replenish and adapt learning resources and continuous provision to reflect current learning, pupils' interests and developmental needs.
- Maintain stimulating, inclusive and safe indoor and outdoor learning environments by organising, adapting and managing teaching spaces, continuous provision and resources.
- Support the delivery and evaluation of interventions, providing feedback on pupil engagement, progress and next steps.

SUPPORT FOR THE SCHOOL

- Work collaboratively with other professionals, parents, carers, outside agencies and pupils.
- Build positive, constructive relationships with parents and carers.
- Keep teachers and other professionals accurately informed of pupil progress, achievements and any concerns relating to the pupils they support.
- Communicate knowledge and understanding of pupils to school staff and education, health and social care professionals to support informed decision-making regarding intervention and provision.
- Work collaboratively with teachers, the SENDCo, parents, carers and external agencies to ensure pupils with additional needs receive appropriate support, contributing to reviews and meetings where appropriate.
- Have proper and professional regard for the ethos, policies and practices of the school as a valued member of staff.
- Demonstrate positive attitudes, values and behaviours that develop and sustain effective relationships within the school community.
- Safeguard pupils' wellbeing by following all relevant statutory guidance together with school safeguarding, child protection, health and safety, confidentiality and data protection policies.

- Uphold values consistent with those expected of all school staff by respecting individual differences and promoting equality, diversity and inclusion.
- Contribute to the wider life of the school, including educational visits, enrichment activities and whole-school events, as appropriate.
- Undertake any other duties commensurate with the grade of the post as may reasonably be required by the Headteacher or line manager.

CONTINUING PROFESSIONAL DEVELOPMENT

- In conjunction with the line manager, take responsibility for personal professional development.
- Participate in training, performance management and other professional learning activities in accordance with school policies and procedures.
- Undertake professional development identified through the School Improvement Plan and individual appraisal objectives, taking full advantage of relevant training opportunities to enhance practice, including SEND, continuous provision and safeguarding.

ARRANGEMENTS FOR APPRAISAL OF PERFORMANCE

This role will be monitored and supported through the school's Appraisal Policy by the appropriate members of the school leadership team.

EQUALITY, DIVERSITY AND INCLUSION

Be aware of and actively promote equality, diversity and inclusion, ensuring that all pupils have equitable access to high-quality learning opportunities and are supported to achieve their full potential.

HEALTH AND SAFETY

Be aware of and comply with school policies and procedures relating to safeguarding, child protection, health and safety, security, confidentiality and data protection, reporting any concerns promptly to an appropriate person.

DISCLOSURE AND BARRING SERVICE (DBS)

This post is classed as having a high degree of contact with children and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced Disclosure and Barring Service (DBS) check will be required as part of the school's safer recruitment procedures.

CONTACTS

The postholder will work closely with Senior Leaders, teachers, the SENDCO, support staff, pupils, parents, carers and external agencies.

ADDITIONAL INFORMATION

The postholder is required to contribute to and support the overall aims, ethos and values of the school and to undertake any reasonable duties consistent with the responsibilities and grade of the post.

PERSON SPECIFICATION

Criteria	Essential	Desirable
Qualifications	<p>Level 2 Teaching Assistant qualification (or equivalent).</p> <p>GCSE English and Mathematics (Grade C/4 or above).</p> <p>First Aid qualification or willingness to undertake training.</p>	<p>First Aid training or willingness to undertake training</p> <p>Level 3 Teaching Assistant qualification.</p> <p>Training in SEND, speech and language, autism, behaviour support or emotional regulation.</p>
Experience	<p>Experience of working with primary-aged children.</p> <p>Experience of supporting pupils in small groups and within the classroom.</p> <p>Experience of using ICT to support learning.</p>	<p>Previous experience of supporting pupils in small groups and in the classroom</p> <p>Working with young pupils</p> <p>Development and implementation of support programmes</p> <p>Support for targeted intervention programmes</p> <p>Experience of working with pupils with a range of SEND.</p> <p>Experience of working in KS1 or Year 1.</p> <p>Experience of working within a continuous provision environment.</p> <p>Experience of delivering targeted interventions.</p> <p>Experience of supporting pupils with EHCPs and/or Individual Support Plans (ISPs).</p> <p>Experience of contributing to assessment through observations and learning journals.</p> <p>Experience of supporting children with communication, social, emotional or sensory needs.</p>
Knowledge	<p>Good literacy and numeracy skills.</p> <p>Knowledge of child development and how young children learn.</p> <p>Knowledge of effective behaviour management strategies.</p> <p>Understanding of inclusive practice and adapting learning to meet the needs of all children.</p> <p>Knowledge of safeguarding procedures.</p> <p>Ability to use school IT systems and modern technology.</p>	<p>Understanding of the Year 1 curriculum and continuous provision.</p> <p>Knowledge of speech, language and communication needs.</p> <p>Commitment to personal professional development</p> <p>Knowledge of strategies to support emotional regulation and sensory needs.</p> <p>Understanding of EHCPs and ISPs.</p>
Personal Attributes	<p>Excellent communication and interpersonal skills.</p> <p>Ability to build positive relationships with children, parents and colleagues.</p> <p>Ability to help maintain a caring, inclusive and stimulating learning environment.</p> <p>Ability to work collaboratively as part of a team.</p>	<p>Commitment to personal professional development</p> <p>Enthusiasm for play-based learning and continuous provision.</p> <p>A reflective practitioner who is keen to develop their practice.</p>

	<p>Ability to use initiative and work independently when required.</p> <p>Flexible, adaptable and proactive approach.</p> <p>Patient, calm and resilient when supporting children with additional needs.</p> <p>Ability to maintain confidentiality.</p> <p>Commitment to safeguarding and promoting the welfare of children.</p> <p>Commitment to equality, inclusion and ongoing professional development</p>	
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