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| <b><u>Job title:</u></b> Teaching Assistant   | <b><u>Service area:</u></b> Schools                   |
| <b><u>Post number:</u></b>  | <b><u>Division:</u></b> Education                     |
| <b><u>Grade:</u></b> 4  | <b><u>Section/team:</u></b> Sir John Nelthorpe School |
| <b><u>Overall purpose of job:</u></b>   |   |
| <p>To assist the class teacher in the planning, teaching and assessing the differentiated curriculum and in developing, implementing and evaluating individual education plans and individual behaviour plans under the general direction of the teacher across Key stages 3 and 4.</p>   |   |
| <p>Post holders will be expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility.</p>   |   |
| <b><u>Main responsibilities:</u></b>  |   |
| <ol style="list-style-type: none"> <li>1. Helps individual children or groups of pupils to access differentiated curriculum, including assisting with the planning and evaluation of learning activities</li> <li>2. Assists with the general administration to support classroom management, including creating learning materials</li> <li>3. Supervises pupils at play/leisure breaks, at times of transition between lessons and activities, and on arrival at school and before departure</li> <li>4. Helps promote pupil's good behaviour and discipline through positive interactions with the pupils and participates fully in strategies agreed as part of any pupil's Personalised Learning Plan, including physical interventions e.g. Team Teach Training</li> <li>5. Shares with the teacher, supporting professionals and parents issues of concern and positive feedback about pupil's welfare and achievements</li> <li>6. Supervises pupils in small group situations away from the classroom, but within the school following appropriate risk assessment</li> <li>7. Provides breakfast club to students following all necessary training in food hygiene and handling.</li> <li>8. Help create a positive learning atmosphere within the classroom.</li> <li>9. Work alongside the Designated Safeguarding Officer to ensure all students are kept safe</li> <li>10. Contributes to the development, implementation and evaluation of individual education plans and individual behaviour plans that are devised by the teacher</li> <li>11. Supervises pupils in planned activities when the teacher is temporarily absent, in accordance with instructions/directions.</li> <li>12. Helps promote pupil good behaviour and discipline through positive interactions with the pupils and participates fully in strategies agreed as part of any pupil's</li> </ol> |   |

- individual behaviour plan, including physical interventions
13. Shares with the teacher, colleagues and supporting professionals and parents, issues of concern and positive feedback about the pupil's welfare and achievements.
  14. Enables pupils on inclusion programmes to access the differentiated curriculum in mainstream school
  15. Implements speech and language development activities, physical development activities and mobility activities

### **Knowledge, skill and experience:**

- Communication skills
- Time management and organisational skills
- Literacy and numeracy skills to GCSE standard at Grade C or higher or equivalent qualification
- Knowledge of subjects taught within the Key Stage 3 curriculum
- Knowledge of child development and children's personal development needs
- Knowledge of the implications of challenging behaviour in students for teaching and learning at school and for the families of pupils
- Knowledge of strategies which promote good behaviour and discipline
- Prior Team Teach accreditation or a willingness to undertake the training
- Organisational skills to assist in the main teaching of students
- Able to support students with their ICT
- First Aid qualification or a willingness to undertake the training

### **Creativity and innovation:**

- Contributes actively to the planning and review of the differentiated curriculum and Personalised Learning Plans on the basis of their knowledge and understanding of pupils needs.
- Monitors and responds to pupil's learning by recommending changes in targets or provision to the teacher
- Monitors and is responsive to pupil's personal needs and communication
- Communicates effectively with teachers, other professionals and parents whenever the need arises and recognises the need to communicate
- On the basis of their knowledge and understanding of pupils' needs and responses to learning, contributes actively to the planning and review of the differentiated curriculum and individual education plans/individual behaviour plans by recommending changes in targets or provision to the teacher.

### **Contacts and relationships:**

#### Teachers

Contributes to their planning, teaching and assessing the curriculum on a daily basis  
Opportunity to work alongside colleagues from a alternative provision setting which is working with the school

#### Pupils

Enables access to the planned curriculum and meets personal and social needs on a daily basis

Implements emergency care procedures as needed

Leadership group of the school

Takes part in whole school or departmental staff meetings on a weekly basis

Other Professionals

Provides information about pupils progress, strategies and issues to outside agencies in conjunction with a Senior Teacher and implements joint recommendations - weekly

Other staff

Works in collaboration with other teaching assistants, midday supervisors and support staff - daily

Parents

Shares information about pupil progress, class activities and family needs - weekly  
Discusses pupil progress and inclusion needs, and families needs - weekly

**Decision making:**

- Recognises situations where risk assessments are required and can follow appropriate Health and Safety procedures
- Recognises when it is necessary to implement agreed de-escalation strategies to minimise risks of pupil behaviour becoming disruptive or dangerous
- Recognises when it is necessary to make adjustments to planned activities in order to enable a pupil to access the curriculum fully and make progress
- Responds to on the spot incidents requiring immediate attention/decisions on/off the school premises and/or without direct contact with a senior member of staff
- Recognises when it is necessary to implement agreed de-escalation strategies to minimise risks of pupil's behaviour becoming disruptive or dangerous
- Recognises when it is necessary to make adjustments to planned activities in order to enable a pupil to access the curriculum fully and make progress
- Takes action to meet pupils' personal needs as they arise to avoid undue physical or mental stress
- Responds appropriately to pupils' attempts to communicate needs
- Communicates information effectively to teachers, other professionals and parents whenever the need arises

**Responsibility for resources:**

Responsible for using available resources efficiently and carefully

**WORK ENVIRONMENT**

**Work demands:**

There are no specific deadlines other than implementing activities in lessons and in school hours as directed. Time to complete activities will vary.

Disruptions may be caused by unplanned absences of staff and children and unexpected visits by parents and professionals

#### **Physical demands:**

Sits for lessons with pupils but may have sustained periods of physical activity, involving bending, crouching, lifting, turning, standing, walking and running, e.g. in PE lessons, when meeting a pupil's personal care needs, when taking pupils for off-site educational visits, when pupils embark onto and disembark from home-school transport.

May be required to be involved in physical interventions with pupils, following LEA-approved Team-Teach techniques.

Moves and handles pupils with physical disabilities, following approved procedures and using mechanical hoists and other aids when indicated as necessary by risk assessment.

#### **Working conditions:**

Works in classrooms for most part of school day. These can be warm and pupils can be noisy.

May be involved in outside activities (e.g. on sports field, supervision on playground) and off-site educational activities in all weather conditions.

#### **Work context:**

At risk of verbal abuse and physical harm from pupils and members of the public who behave aggressively.

At risk of infection when dealing with unwell children.

**Position in organisation:**

Indicate how many staff the post is directly accountable for:

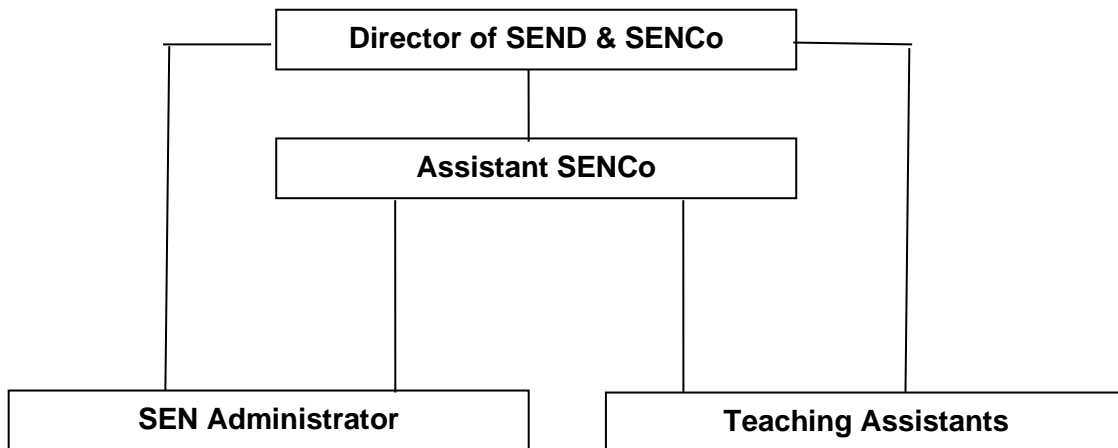
Are posts in more than one location? Yes  No

Is this at the same site? Are the posts managed highly mobile? N/A

Is the supervision/management shared with another post in the structure? Yes  No

Please indicate which post(s) \_\_\_\_\_

You must provide an organisation chart that shows where the job sits within the structure. This should be a simple diagram but with enough detail to put the job into context, i.e. the post holder may manage different groups of staff undertaking different tasks. The chart must show the job in question, the job to which it reports, those jobs which report alongside it and subordinate posts.



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**POST NUMBER** \_\_\_\_\_ **JOB TITLE** Teaching Assistant (Level 2) **HOURS PER WEEK** 32.5

|  | <b>ESSENTIAL</b> | <b>DESIRABLE</b> | <b>HOW MEASURED</b> |
|--|------------------|------------------|---------------------|
| <b>EXPERIENCE</b>  |                  |                  |                     |
| Experience of working in education, either mainstream or specialist setting                      | <b>X</b>         |                  | <b>A, R</b>         |
| Experience of working in a team  |                  | <b>X</b>         | <b>A, I, R</b>      |
| Experience of supporting students with complex learning difficulties                             |                  | <b>X</b>         | <b>A, I, R</b>      |
| Experience in the use of Team Teach interventions with pupils who present challenging behaviours |                  | <b>X</b>         | <b>A, I, R</b>      |
| Experience of working with children and families from a range of cultures represented locally    |                  | <b>X</b>         | <b>A, I</b>         |
| Experience in the support of children and young people with specialist educational requirements  |                  | <b>X</b>         | <b>A, I, R</b>      |

|   |                   |                                     |   |
|---|-------------------|-------------------------------------|---|
| <p><b>EDUCATION, TRAINING AND QUALIFICATIONS</b></p> <p>GCSE Grade C or above or equivalent in Maths &amp; English</p> <p>Teaching Assistant (Level 2) Qualification</p> <p>First Aid Qualification</p> <p>Team Teach Certificate</p> <p>Qualification in the support of students with SEND</p> | <p>X</p>          | <p>X</p> <p>X</p> <p>X</p> <p>X</p> | <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> |
| <p><b>SKILLS AND KNOWLEDGE</b></p> <p>Excellent Interpersonal and communication skills</p> <p>Ability to participate in planned physical interventions</p>  | <p>X</p> <p>X</p> |                                     | <p>I, R</p> <p>A</p>  |

|                           | ESSENTIAL | DESIRABLE | HOW MEASURED |
|---------------------------|-----------|-----------|--------------|
| <b>PERSONAL QUALITIES</b> |           |           |              |





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|--|--|---|---|
| <p>Has a commitment to working with parents and other support agencies</p> <p>Has the ability to transport students around North Lincolnshire / Out of County on approved Educational Visits</p> |  | <p style="text-align: center;"><b>X</b></p> <p style="text-align: center;"><b>X</b></p> | <p style="text-align: center;">A, I, R</p> <p style="text-align: center;">A, I, R</p> |
| <p><b>WORKING ARRANGEMENTS</b></p>   |  |   |   |

The post is subject to:

- Disclosure of convictions under the Rehabilitation of Offenders (Exemption) Act 1974 **Yes**  **No**
- Political restriction **Yes**  **No**
- The ability to speak fluent English under the Immigration Act 2016 **Yes**  **No**

Employee:  
 (signed) \_\_\_\_\_ (print) \_\_\_\_\_ Date: \_\_\_\_\_

Manager:  
 (signed) \_\_\_\_\_ (print) \_\_\_\_\_ Date: \_\_\_\_\_