

<p>Teaching Assistant (Special School, Occasional Cover) Grade 5 (Level 3)</p>
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Statement of Purpose

To work under direct instruction of specialist needs teaching staff, usually in the classroom with the teacher. Provide specific support in addressing the needs of pupils who need particular help to overcome barriers to learning. Assist specialist needs teachers in the following:

Supporting Pupils

- Provide pastoral support to pupils within the school environment
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable.
- Attend to pupils' personal needs and provide advice to assist in their social, health and hygiene development on a daily basis.
- Care for pupils who are critically or terminally ill.
- Participate in the comprehensive assessment of pupils to determine those in need of particular help.
- In conjunction with the teacher the development and implementation of Individual Education/Behaviour/Support/Mentoring plans.
- Support provision for pupils with additional needs.
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils.
- Use specialist knowledge/experience to provide appropriate support to pupils in relation to their individual needs (e.g. daily exercise programme).
- Provide feedback to pupils and teachers in relation to progress, achievement, behaviour, attendance etc.

Support for the Teacher

- To act as Cover Supervisor during teacher absence under the direction of a teacher/designated member of staff. *Cover will be in accordance with the nationally agreed protocols and as provided for in the Education Act 2002. (The role of Cover Supervisor will be to supervise and take sole responsibility, for short term cover only, for a class/group who are undertaking pre-planned work or where pupils are able to undertake effective, self directed learning)*
- Where the teacher is required to provide specialist support for complex needs, to step in to support other students and ensure they remain on task.
- Work closely with the class teacher to provide efficient and effective support, in partnership.
- Support pupils' access to learning using appropriate strategies, resources etc.

- Work with other staff in planning, evaluating and adjusting learning activities as appropriate.
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording under the supervision of a teacher.
- Support the teacher in providing objective and accurate feedback and reports as required, to other staff on pupils' achievement, progress and other matters, ensuring the availability of appropriate evidence (e.g. Headteacher).
- Assist in keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested.
- Assist in the development and implementation of appropriate behaviour management strategies.
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- Assist the teacher in the development, implementation and monitoring of systems relating to attendance and integration.
- Clerical/admin support relating to classroom activity e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc, and making phone calls etc.
- Co-ordinate and organise pupils attending extra curricular activities/work experience or other out of school activities under guidance of teacher.

Support for the Curriculum

- Implement agreed learning activities/teaching programmes under direction of teacher.
- To be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils.
- Under direction of teacher determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and lunchtimes.
- Recognise own strengths and areas of expertise and use these to advise and support others.

Person Specification
Teaching Assistant (Special School, Occasional Cover)
Level 3

Essential Criteria	Measure By	Desirable/Essential
Experience <ul style="list-style-type: none"> • Experience of working with pupils with additional needs, and within one classroom, within in a primary model 	AF / I	Essential
Qualifications / Training <ul style="list-style-type: none"> • Very good numeracy/literacy skills equivalent to GCSE C and above. • NVQ3 for Teaching Assistant (or recognised equivalent qualification) • Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area such as bilingual, sign language, dyslexia, ICT, CACHE, etc. 	AF / I	Essential Desirable Desirable
Knowledge / Skills <ul style="list-style-type: none"> • Understanding of relevant policies/codes of practice. • Good understanding of areas of learning, e.g. literacy, numeracy, science, SEN, Early Years. • Understanding of principles of child development and learning processes and in particular, barriers to learning. • Effective use of ICT to support learning. • Use of other equipment technology – video, photocopier. • Excellent interpersonal skills to be able to relate well to a wide range of people. • Work constructively as part of a team whilst being able to demonstrate initiative. • Good communication skills 	AF / I / PE	All Essential

Behavioural Attributes <ul style="list-style-type: none"> • Child centred approach • Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. • Open, honest and an active listener. • Takes responsibility and accountability • Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. • Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Acts with pace and urgency being energetic, enthusiastic and decisive. • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of staff and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. 	AF / I	All essential
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AF Application Form
I Interview
PE Practical Exercise

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- *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.*