

Job Description

POST: SRP TEACHING ASSISTANT Level 3

RESPONSIBLE TO: Headteacher

SALARY: Band G Scale points 11-17 (TTO 39 weeks)

LOCATION: Woodloes Primary School, Deansway

WORKING PATTERN: Monday to Friday

DISCLOSURE LEVEL: Enhanced DBS Check

KEY RELATIONSHIPS: Headteacher, Deputy Headteacher, Teachers and other support staff

As a Teaching Assistant within our new Specialist Resource Provision, you will work under the instruction and guidance of teaching and senior staff to implement a support programme designed to enable access to learning for pupils in a specialised environment. Learning will take place both inside the classroom and within our engaging outdoor classroom setting.

RESPONSIBLE FOR: Have a deep understanding of the specific needs and individual targets of our children. You will be instrumental in supporting their learning both in the SRP and mainstream classrooms, facilitating improvements in independence, progress, and attainment. Your responsibilities will also include helping pupils develop their personal, emotional, and social skills, whilst implementing behaviour support plans and providing pastoral care as agreed with the SRP team.

Building supportive relationships and employing individualised approaches is crucial, alongside maintaining an appropriate learning environment tailored to the needs of our pupils. Additionally, you will assist in the production and organisation of resources that foster quality and independent learning. Understanding the personal, social, and emotional needs that impact behavioural challenges is essential.

You will provide constructive feedback under the guidance of the SRP teacher and/or SENCO, and assist with personal care when required.

MAIN PURPOSE:

Curriculum Support:

- Contribute to curriculum planning and evaluation for all children including SEND and assistant in implementation
- Assist in the delivery of lessons/sessions and interact with the SRP teacher/SEND Co and pupil as required
- Undertake agreed learning activities/teaching programmes, adjusting activities according to pupil responses

- Support and use ICT in learning activities and develop pupil's competence and independence in its use

Support for pupils:

- Support individual or groups of children with a range of needs, including those with SEND during independent/group work, e.g. explain tasks, reinforce key objectives/concepts or vocabulary, use practical apparatus, support less able pupils, extend/challenge more able, keep pupils on task, interested, motivated and engaged.
- Support individual or groups of children with a range of needs, including those with SEND that support their social inclusion and provide for their personal, physical and health needs
- Occasional support to whole class for short periods (e.g. story reading)
- Help pupils to develop communication skills
- Promote inclusion and acceptance of all pupils, encouraged them to interact and work co-operatively and engage in activities.
- Promote independence and development of self-esteem
- Assist in the personal, social, emotional and mental health development of pupils sharing information with the class teacher as needed
- Assist with the development and implementation of IEPs/behaviour plans and personal care plans
- Use specialist skills/knowledge/training to provide support in specialist areas
- Encourage and reinforce positive interactions between pupils working within any behaviour targets set
- Identify and report uncharacteristic behaviour patterns
- Assist with pupil supervision on trips off the premises, under overall guidance of the teacher.
- Monitor and provide for general care, safety and welfare of pupils, including tasks connected with their social inclusion and personal/physical care
- Work with children with whom English is not their first language
- Provide personal care when required

Support the SRP teacher/SENDCo:

- Have a sound knowledge and/or experience of the EYFS/KS1/KS2 curriculum
- Assist with lesson/activity planning, delivery and evaluation
- Create and maintain a purposeful, orderly and supportive environment and assist with the display of pupils' work
- Use a range of strategies, in liaison with the SRP teacher/SENDCo to support pupils in achieving their learning goals
- Support the use of ICT in learning activities and develop pupil's competence and independence in use
- Monitor individual/group achievements of key objectives and provide feedback to the teacher
- Contribute to pupil assessment through observation and reporting
- Record information relevant to assessment and review of pupil's progress
- Attend IEP and statement review meetings as appropriate
- Active involvement in day to day management of the learning environment including responsibility for the care and preparation of teaching aids, equipment, materials and adapted resources.

- Promote good pupil behaviour including the implementation of strategies to manage promptly with conflict and incidents in line with established policies and encourage pupils to take responsibility for their own behaviour and to deescalate pupil behaviour as needed
- Undertake routine and non-routine administrative tasks, e.g. produce worksheets, photocopying, filing.
- Undertake routine marking of pupils work as directed by the class teacher
- Establish positive relationships with parent/carers, specialist teachers and other professional staff, sharing and providing information as required.
- Duties may include helping with personal care.

Safeguarding Children

The trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty –

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Person Specification

Our Values and Vision

These are our values. They can be thought of as our ‘non-negotiables’ – beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Achievement – Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control (‘knowing what to do when they don’t know what to do’) in their learning and to gain inspiration from learning.

They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition – ambition not only for themselves but for the communities in which they live and work.

Achievement – ‘letting your light shine’: All young people achieve things they can be proud of every day in addition to academic success and outside our school’s planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement – relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other’s professional and personal wellbeing.

The Trust Board sees all members of the Trust’s staff community as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other – they are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Minimum GCSE (or equivalent) English and Maths at grade 4 or above • A 'level/NVQ Level 3 Teaching Assistant or equivalent qualifications • Additional qualifications and/or training in relevant fields of SEND 	<ul style="list-style-type: none"> • Paediatric first aid training
Experience, Skills and knowledge	<ul style="list-style-type: none"> • Understand how children develop and learn • Possess good knowledge and understanding of English/Maths • Have good communication and listening skills to communicate with pupils including those with additional needs to support learning and development • Experience of supporting SEND children within a mainstream or specialist provision • Experience of delivering support in EYFS/KS1/KS2 • Experience of effective management of challenging behaviour • Can use ICT and technology equipment effectively • Can work independently, using own initiative when needed • Experience of effective working as part of a team • Build positive relationships with a range of stakeholders • Able to carry out personal care 	<ul style="list-style-type: none"> • Experience of delivering support in the context of alternative curricula relevant to pupils with SEND
Personal Qualities	<ul style="list-style-type: none"> • Develop good relationships with others by behaving with integrity, treating people with respect and leading by example • Supportive and caring • Takes responsibility and accountability • Patient and an excellent listener • Calm, especially in challenging situations • Demonstrates a positive and 'can-do' attitude including suggesting solutions, participating in professional conversations, encouraging others • Confidentiality • Flexibility, creativity, passionate and energetic • Emotionally resilient • Commitment to continuous professional growth 	

<p>Other</p>	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people • Willingness to undergo appropriate checks, including enhanced DBS Checks • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people 	<p>Ability and willingness to cover other duties as and when required</p>
---------------------	---	---