

Teaching Assistant with Midday Supervisory Duties

Job description

Main Job Purpose :	<p>To assist in the support and inclusion of all children, including those with special educational needs.</p> <p>To be responsible under the direction of the Headteacher, individually, or as a member of a team, for securing the safety, welfare and good conduct of pupils during the midday break period in accordance with the practices and procedures of the school and local authority.</p>
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Main Duties	
<p>1. Supporting pupils learning, either in groups or through 1:1 work. The exact tasks will depend on the learning support needs of the pupil/s but may include:</p> <ul style="list-style-type: none"> - Supporting the development of skills in literacy, numeracy, communication and social and behavioural needs. - Differentiating work for individual pupils to suit their ability. - Using knowledge of pupils learning support needs to suggest appropriate adjustments to lesson plans to teachers. - Clarifying and explaining instructions. - Ensuring pupils are able to use equipment and materials provided. - Motivating and supporting pupils. - Helping pupils to concentrate on and finish work set. - Meeting physical needs as required while promoting independence. - Liaising with class teacher and Special Educational Needs Coordinator about support plans. - Developing appropriate resources to support pupils. 	
<p>2. Supporting pupils self-esteem, inclusion and behavioural development, e.g.</p> <ul style="list-style-type: none"> - Encouraging an acceptance and inclusion of the pupil with special needs. - Developing methods of promoting/reinforcing the pupil's self-esteem and independence. - Providing individual supervision in and out of the classroom for pupils with behavioural problems. - Establishing a supportive relationship with pupils. - Reinforcing the school ethos, e.g. expectations of behaviour within class and elsewhere on the school site. - Supervising pupils on outings and school activities. 	
<p>3. Provide physical/personal care to pupils where required, e.g.</p> <ul style="list-style-type: none"> - Helping with dressing/toileting. - Undertaking occupational therapy and speech therapy exercises following instruction and advice from a qualified therapist. 	

4. Supporting the Teacher/s, e.g.

- Using knowledge and experience of the pupils concerned, to contribute, with the class teacher (and other professionals as appropriate), in the development and evaluation of a suitable programme of support for children who need learning support.
- Contribute to the development of support plans and reviews of pupil progress.
- In conjunction with the class teacher (and other professionals as appropriate) to develop system/s of recording pupil progress and contribute to the maintenance of this record.
- Providing regular feedback about pupils to teacher/s.

5. Supporting the curriculum

- Support the delivery of the National Curriculum and/or EYFS Development Matters.

6. Supporting the school, e.g.

- Where appropriate, fostering and develop links between a pupil's home and school.
- Assisting with setting up, storing and retrieving and general maintenance of classroom equipment and teaching aids, e.g. computers and computer software, resources, indoor and outdoor play equipment, photographic equipment etc.
- Helping to ensure the hygiene of the teaching environment in cases of sickness or soiling.
- Administering minor First Aid under the guidance of a qualified person.

7. Midday Supervisory Role

- Supervision of pupils, either in the lunch hall or other areas in the school, whilst they are eating lunch or taking part in lunchtime activities.
- Carry out associated duties, e.g. clear spillages, clean tables and chairs, clear away tables and chairs that are used during the lunch break as required.
- Carry out minor first aid on pupils and enter incidents that have been identified by the school in the accident book or on an accident slip.
- Report any accidents of the type identified by the school - e.g. head injuries, or pupils who become unwell, so that parents can be contacted.
- Report any strangers, visitors or potential hazards on the school site.
- Attend in-service training when required.
- Take part in job review meetings and MDSA meetings when requested.
- Support the aims, ethos and values of the school by example and ensure that they are followed by pupils in line with school policy.

Supervision and Management

The job holder has no regular supervisory responsibility for staff but assists in work familiarisation of peers and new recruits.

Creativity and Innovation (i.e. Problem Solving)
The job holder works within school procedures, policies and approved methods but sometimes has to interpret these to deal with a problem e.g. if the pupil supported cannot cope with the a task the rest of the class are doing, the jobholder may implement a similar task which will give a degree of success for the pupil
Key Contacts And Relationships
The jobholder has extensive contact with pupils, which involves mentoring, motivating and imparting skills and/or knowledge. Information is exchanged with Teachers and other school staff, school management, parents/carers and at times representatives of other Agencies e.g. Health, Social Care
Decision Making
The jobholder is expected to follow school procedures to resolve routine problems encountered in the job but to seek assistance, or approval to their recommendations, for anything more unusual.
Resources
The jobholder is expected to use school resources appropriately and with care, but is not personally accountable for their overall security.
Working Environment
The jobholder is mainly based in a classroom setting and there is regular background noise. The work involves some standing and walking for various periods of time, crouching, stretching, or working in other constrained or awkward positions e.g. when dealing with pupils. Manual handling of tables and/or equipment is involved and some of the work is undertaken outside. There may occasionally be the need to deal with body fluids when giving personal care to pupils.
Knowledge and Skills
The role requires the ability to communicate with young people. This typically demands that the jobholder has the ability to undertake a range of tasks involving the application of rules, procedures and techniques. The jobholder needs a good standard of practical knowledge of learning support needs and ways of meeting these, and good skills in dealing with pupils. The jobholder will be required to develop their skills further for full competent performance of the job.