



HALSTEAD ST ANDREW'S
SCHOOL

Teaching Assistant KS2

JOB DETAILS

Contract type: Fulltime / Part-time Permanent

Line manager: Deputy Head

MAIN PURPOSE

The TA will:

- This role has been created to fulfil the needs of a specific pupil, who has a profile of autism. This child has an Education, Health and Care Plan and is in receipt of 21 hours of individual funded support.
- To provide 21 hours of 1:1 support to a Year 5 child with a profile of autism.
- To provide general classroom support in Year 5 at other times.
- Work with class teachers to raise the learning and attainment of pupils
- Promote pupils' independence, self-esteem and social inclusion
- Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning, and experience a sense of achievement
- Perform duties, parents evenings and events as required by the school & support the extra curricular provision

DUTIES AND RESPONSIBILITIES

Teaching and learning

Individual support of pupil. The role will involve supporting the pupil's learning in the classroom. The exact tasks will depend on the learning support needs of the pupil but may include: -

- Supporting the development of skills in literacy, numeracy, communication and social and behavioural needs - differentiating and personalising work for the pupil to suit their ability and interests
- Using knowledge of pupil's learning support needs to suggest appropriate adjustments to lesson plans to teachers
- Motivating and supporting the pupil - helping the pupil to regulate their emotions by offering sensory breaks
- Closely liaising with teachers, SENDCo, external agencies and parents
- Developing appropriate resources to support the pupil
- Supporting the pupil's self-esteem and inclusion and developing methods of promoting/reinforcing the pupil's self-esteem and independence

- Providing individual supervision in and out of the classroom for the pupil
- Supporting teachers by using knowledge and experience of the pupil concerned, to contribute in the development and evaluation of a suitable programme of support for the child
- Contributing to the development of the child's support plans and reviews of pupil progress
- Providing regular feedback, written and verbal using agreed systems, about the pupil to teachers, SENDCo and parents.

General KS2 Support

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- Effective behaviour management strategies consistently in line with the school's policy and procedures
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance and pass observations on to the class teacher
- Supervise a class if the teacher is temporarily unavailable
- Use ICT skills to advance pupils' learning
- Undertake any other relevant duties given by the class teacher

Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons

Working with staff, parents/carers and relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy

- Look after children who are upset or have had accidents

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

OTHER AREAS OF RESPONSIBILITY

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school

The TA will be required to follow school policies and the staff code of conduct.

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the TA will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Head or line manager.

PERSON SPECIFICATION

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • At Least Level 3 qualification in childcare is desirable but not essential • First-aid training, or willingness to complete it • Strong Numeracy and literacy skills
Experience	<ul style="list-style-type: none"> • Experience working in a school environment or other educational setting • Experience working with children / young people • Experience planning and delivering learning activities • Experience working with children with autism desirable (training can be given)

Skills and knowledge	<ul style="list-style-type: none"> • Good literacy and numeracy skills • Good organisational skills • Ability to build effective working relationships with pupils and adults • Skills and expertise in understanding the needs of all pupils • Knowledge of how to help adapt and deliver support to meet individual needs • Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils • Excellent verbal communication skills • Active listening skills • The ability to remain calm in stressful situations • Knowledge of guidance and requirements around safeguarding children • Good ICT skills, particularly using ICT to support learning • Understanding of roles and responsibilities within the classroom and whole school context <p>For HLTAs:</p> <ul style="list-style-type: none"> • Understanding of effective teaching methods • Knowledge of how to successfully lead learning activities for a group or class of children • Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support • Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice
Personal qualities	<ul style="list-style-type: none"> • Enjoyment of working with children • Ability to work with a minimum of supervision and within a team • Ability to manage pupils in a classroom and outdoor setting. • Sensitivity and understanding, to help build good relationships with pupils • A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school • Commitment to maintaining confidentiality at all times • Commitment to safeguarding pupil's wellbeing and equality • Resilient, positive, forward looking and enthusiastic about making a difference • Capacity to inspire, motivate and challenge children and young people

NOTES:

This job description may be amended at any time in consultation with the postholder.

Last review date: September 2023

Next review date: July 2024

Headteacher signature:

Postholder's signature:

Date: