



Job Description

Location: Tupton Primary & Nursery Academy

Salary: Redhill Academy Trust Pay Scale, Band 7, Scale Points 32 - 36

Hours of work: 30.75 hours per week, term time only

Post objective: The TA will support pupils, parents, teachers and the school to establish a supportive and nurturing learning environment in which students with special educational needs make good academic progress and can participate in activities across the Academy.

General duties:

- Promoting inclusion and adopting the school's ethos in all aspects of your work.
- Plan and deliver learning activities under the direction and guidance of the class teacher.
- Encouraging independence and good standards of hygiene and personal cleanliness in pupils through practical assistance, social training and by being a positive role model.
- Accompanying groups who are participating in educational visits.
- Preparing and clearing classrooms for lessons or activities, as directed by the classroom teacher.
- Monitoring the needs and behaviour of pupils and reporting these to the classroom teacher, as appropriate.
- Providing general administrative and clerical support to the classroom teacher and other TAs with regard to lesson planning and resources.
- Undertaking pupil record keeping, e.g. taking registers, as requested.
- Undertaking relevant duties corresponding with the post that the classroom teacher may require.
- Upholding the school's Child Protection and Safeguarding Policy at all times, and ensuring pupils are safe and happy at school.
- Upholding the school's Equal Opportunities Policy by supporting all pupils to ensure they reach their potential.
- Adhering to the school's Health and Safety Policy by remaining vigilant to risks and keeping pupils' safety in mind at all times.

Supporting Teachers:

- Assisting the classroom teacher and other TAs with creating and maintaining displays throughout the school.
- Undertaking activities set by the classroom teacher with individual, and groups of, pupils to ensure their safety and assist with their physical, emotional and educational development.
- Supporting learning activities and teaching programmes, adjusting activities, with the classroom teacher's permission, according to pupils' responses.
- Contributing to keeping records of pupils' development and communicating any concerns to the classroom teacher.
- Assisting with monitoring pupils' needs, including educational progress and emotional support.
- Assisting with monitoring the progress of pupils with SEND, referring to their EHC plans and reporting progress back to the SENCO.
- Helping other teaching staff ensure that pupils receive a smooth transition between educational phases.
- Helping to ensure classrooms are orderly, supportive and engaging, and working to maintain this.
- Assisting with implementing a variety of teaching strategies, in liaison with the classroom teacher, to support pupils to achieve learning goals.
- Providing detailed and regular feedback to the classroom teacher on pupils' achievement, progress, and developmental needs.
- Promoting good pupil behaviour, reporting and dealing promptly with conflicts and incidents in line with the school's Behavioural Policy and encouraging pupils to take responsibility for their behaviour.
- Establishing constructive relationships with pupils' parents where required.

Supporting Students:

- Supervising pupils' work and offering support where necessary, including for pupils with SEND inside the classroom or in small groups outside of the classroom.
- Assisting the teacher and SENCO with the creation of individual learning plans for pupils.
- Encouraging pupils to interact with others and engage in activities led by the teacher.
- Providing feedback to pupils in relation to progress and achievement under guidance of the teacher.
- Attending to pupils' personal needs, and implementing personalised assistance to help with their social, emotional and educational development.
- Assisting with the care of sick pupils and those suffering from minor injuries.
- Supporting pupils at mealtimes, when necessary, including those who have difficulty or are unable to feed themselves, as well as general supervision.
- Promoting and reinforcing pupils' self-esteem and ability to act independently.

- Supervising and supporting pupils to ensure their safety and ability to access lessons, offering assistance where it is required.
- Identifying where a pupil is having difficulty, e.g. in engaging with a topic, and supporting them to understand the information and helping them complete work, whilst still encouraging independence.

Curriculum:

- Assisting with implementing educational activities and programmes of learning whilst promoting independent learning.
- Assisting with supporting programmes linked to learning strategies, e.g. literacy and numeracy, and recording achievement and progress, and feeding back to the classroom teacher.
- Supporting the use of ICT in learning activities and developing pupils' competence in its use.
- Assisting teaching staff in the planning and delivery of work programmes for individuals and groups of pupils.
- Using resources and equipment to assist with learning and assisting pupils with use where required.

Supporting the School:

- Establishing a supportive relationship with the pupils and parents concerned, acting as a role model and being aware of and responding to individual needs.
- Promoting inclusion and acceptance of all pupils, including those with SEND.
- Using appropriate skills to undertake activities to meet the physical, emotional and educational needs of individuals and groups of pupils, including those with SEND.
- Being aware of confidential issues linked to pupils, their home life, teachers and school work and keeping confidences as appropriate.
- Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- Being aware of the relevant school policies and adhering to these, e.g. Data Protection Policy.
- Contributing to the overall ethos and aims of the school.

Professional Development:

- Participating in professional development so feedback can be given to pupils in relation to progress and achievement under guidance of the classroom teacher.
- Participating in training and other learning activities and performance development as required.
- Attending training and relevant development opportunities and completing the relevant work to achieve relevant qualifications.
- Reporting progress to an assigned line manager.



	Essential	Desirable
Qualifications and training	<ul style="list-style-type: none">• Have English and maths GCSEs.• NVQ 3 or above or equivalent (ideally, or gained through experience)• A high level of competence and an up to date working knowledge of ICT.• Recent relevant CPD	<ul style="list-style-type: none">• Safeguarding training.• First-aid training.
Experience	<ul style="list-style-type: none">• Supporting Foundation Stage children in a Nursery environment• Working with children and families.• Record keeping and monitoring.• Developing new skills.	<ul style="list-style-type: none">• Handling complaints and concerns from parents and other key stakeholders.• Working within a school environment.• Working with pupils with SEND.
Knowledge and Skills	<ul style="list-style-type: none">• Demonstrate an understanding of their statutory requirements concerning safeguarding, equal opportunities, health and safety and data protection.• Demonstrate their knowledge and understanding of the statutory framework for Early Years• Procedures for supporting and leading play activities, including adapting activities to suit the needs of early years pupils• Prioritise their workload and complete all tasks required of them.• Demonstrate an organised and effective approach to handling a demanding workload.• Engage with a range of people, understanding how to change their tone and language appropriately.	<ul style="list-style-type: none">• Confidentially communicate with parents to discuss pupil progress.• Write pupil progress reports that can be given to classroom teachers.

	<ul style="list-style-type: none"> • Handle changing circumstances and varied responsibilities. • Take instructions and follow through on them. • Communicate instructions to pupils using tone and language appropriately. • Demonstrate patience and understanding, and a willingness to help pupils. • Treat information confidentially. 	
<p>Personal qualities</p>	<ul style="list-style-type: none"> • Excellent verbal and written communication skills. • Excellent time management and organisation skills. • High expectations of self and professional standards. • The ability to work as both part of a team and independently. • The ability to maintain successful working relationships with colleagues. • High levels of drive, energy and integrity. • A caring and sensitive disposition. • A reliable and flexible approach to work. • A positive and engaging personality. • Dedicated to promoting their professional development and achieving desired qualifications. • Able to plan and take control of situations. • Capable of handling a demanding workload and successfully prioritising work. • A good team player, with the ability to also work on their own initiative. • Motivating and encouraging. 	