

## Job Description

**Post Title:** Teaching Assistant – EYFS Primary Phase

**Grade:** TA2

**Employed by:** Northampton Free School Trust

**Line Manager:** SENCo

### Broad description of role:

To work directly with a targeted learner and groups of learners to support social communication and interaction skills, develop learning and encourage independence. To support the teaching team in providing inspirational learning support at Wootton Park School. To assist teaching staff in the planning, review and delivery of the curriculum. To monitor progress and adapt learning according to individual learner needs. To assist in the health, safety and welfare, emotional and behavioural support of learners and provide specialist support in one or more areas of SEND (e.g. ASD, literacy, numeracy, social and emotional well-being, etc.). To work with staff, parents and other stakeholders to ensure that support provided is appropriate, removes barriers to learning and promotes resilience and independence.

### Key Areas

### Responsibilities

#### 1. Teaching & Learning

To support learning and teaching as directed, challenging and motivating targeted learners in order to foster independence and develop self-esteem  
To assist in the planning, implementation, delivery and review of lessons, interventions and enrichment sessions, including developing differentiated materials and resources as appropriate in order to meet individual needs  
To interact with the teacher and learners as required, assisting in behavioural support during lessons and interventions  
To work with targeted learners on a 1:1 basis to develop social interaction and communication skills  
To work with learners in assessing their ability, progress and development points through the use of Learner Passports and Progress Records  
To monitor individual and group achievement of key objectives and feedback to the appropriate staff  
To contribute to the assessment of learners through observation and reporting, recording information relevant to assessment and review and undertaking appropriate administrative tasks related to learner progress  
To attend Learner Progress, EHA and EHCP review meetings, as appropriate

#### 2. Learner Support

To provide targeted learners with appropriate support to enable them to manage and develop their social communication, learning, behaviour and access to the curriculum  
To provide a consistent approach in supporting targeted learners to manage interactions and behaviour, following school policy and using rewards and sanctions appropriately  
To model appropriate and positive behaviours, giving clear guidance and explanation of when behaviours are not appropriate and opportunities for these to be rectified  
To reinforce positive interactions and promote the inclusion and acceptance of all learners, encouraging them to interact and work co-operatively and engage in all activities  
To assist in the personal, social and emotional development of targeted learners and in the development of self-esteem  
To identify any uncharacteristic behaviour patterns in learners and report these to the SENCO as appropriate  
To accompany learners as directed and supervised by the responsible teacher, and assist with the supervision of learners as and when required  
To monitor and provide for the general care, safety and welfare of learners (excluding duties of designated first officer) including tasks connected with the social education of the student; where learners have SEND that includes

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|-------------------------------------|---|
|                                     | <p>the need for personal care, provide this within the H&amp;S guidelines, as necessary</p> <p>To support targeted learners during break and lunch times, delivering enrichment sessions to learners as appropriate</p> <p>To liaise effectively with class teachers, parents/carers, external agencies and other relevant stakeholders, sharing and providing information as appropriate and acting on advice given</p>  |
| 3. Classroom Support                | To be actively involved in the day-to-day management of the learning environment including responsibility for the care and preparation of teaching aids, equipment, displays, materials as appropriate  |
| 4. School Support                   | <p>To undertake induction training for teaching assistants and participate in the staff review/appraisal/performance process and make use of professional development opportunities</p> <p>To carry out the duties of the post in ways which contribute to a supportive working environment within the school, for example, to be aware of tasks undertaken by other staff in order to provide support or cover when required</p> <p>To adhere to and maintain school policies, routines and codes of conduct and support the ethos of the school</p> <p>To attend staff meetings, where appropriate and relevant, and other activities held outside normal school hours</p> <p>To understand the school's policies relevant to the specialist subject/support provided and how they relate to local and national frameworks/policies</p> <p>To have an understanding of special educational needs and disabilities as defined in the SEND Code of Practice 2014</p> <p>To comply with the provisions of the Data Protection Act and adhere to the requirements of all staff to maintain confidentiality in respect of governors, staff, parents/carers, learners and members of the general public</p> <p>To be responsible and accountable for carrying out the post with regard to the school's Equal Opportunity Policy and Health and Safety at Work Act</p> |
| 5. Administration                   | To carry out efficiently the various necessary administrative functions, including school and departmental requirements in relation to the proper and accurate keeping of registers and progress data.  |
| 6. Development Aspects              | <p>To play a part in the development of departmental, curriculum development and year team meetings as appropriate</p> <p>To seek to identify personal staff development and INSET needs and ensure that these are discussed with Head of Department/senior staff.</p>  |
| 7. Appraisal/Performance Management | To actively engage in the school's appraisal programme  |
| 8. Health and Safety                | To ensure that practice is, in all respects, consistent with the requirements of Wootton Park School's Health and Safety Policy, as well as with any subject specific health and safety guidelines.   |
| 9. Extra-Curricular                 | To be involved in some aspect of extra-curricular activity, planning and delivering activities as appropriate.  |
| 10. Safeguarding                    | The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.   |

**NB:** The aim of the job description is to indicate the general purpose and level of responsibility of the post. Please be aware that duties may vary from time to time without changing their character or general level of responsibility. Duties may be subject to periodic review by the Principal and/or SENCo (in consultation with the post holder) to reflect the changing work composition of the School or to reflect changing learner needs.



**WOOTTON PARK**

*'Ipsa quod faciendum est diutius'*

## Person Specification

The successful candidate is likely to be able to demonstrate the following: -

| Requirements  | Essential (E)<br>or<br>Desirable (D)<br>requirements | Measured by:<br>Application form (A)<br>or<br>Selection process<br>(S) |
|---|--|--|
| <b>Education</b>  |  |  |
| At least 5 A*-C GCSE including English and Maths or equivalent  | E  | A  |
| NVQ Level 2 or equivalent knowledge, experience and skills  | D  | A  |
| Evidence of further professional development  | D  | A  |
| <b>Experience of</b>  |  |  |
| Working with young people in a learning environment   | E  | A/S  |
| Working with young people with ASD and/or similar needs   | E  | A/S  |
| Working using collaborative partnerships  | E  | A/S  |
| <b>Behaviours</b>   |  |  |
| Natural communicator; relationship building skills with a range of stakeholders                               | E  | S  |
| Ability to use data and evidence to draw conclusions / reinforce success                                      | D  | S  |
| Proactive and innovative  | E  | S  |
| <b>Knowledge and Understanding</b>  |  |  |
| An understanding of effective and engaging learning strategies  | E  | S  |
| Experience of classroom practice  | D  | S  |
| An understanding of the SEND Code of Practice, 2014   | D  | A/S  |
| An understanding of effective strategies to develop social communication and interaction skills               | E  | A/S  |
| Ability to communicate using Makaton or similar, or willingness to be trained in this method of communication | D  | A/S  |
| An understanding of literacy and numeracy strategies to enable progress of learners                           | E  | A/S  |
| An understanding of tracking and monitoring learner progress  | D  | A/S  |
| An understanding of the use of assessment to inform planning  | D  | A/S  |
| Ability to plan support/intervention sessions with clear objectives to ensure progression for all             | E  | A/S  |
| Ability to set consistently high expectations for all learners through class work and independent study       | E  | A/S  |
| A willingness to be involved in enrichment activities   | E  | S  |
| <b>Leadership and Skills</b>  |  |  |
| Ability to work within teams effectively, motivate, enthuse and inspire colleagues and learners               | E  | S  |
| Ability to delegate and hold learners to account  | E  | S  |
| Excellent ICT skills  | E  | A  |
| Excellent communication skills, both verbal and written   | E  | A/S  |
| <b>Attributes</b>   |  |  |
| Committed to the aims of Wootton Park School  | E  | S  |
| Committed to Equality and Diversity   | E  | S  |
| Committed to own continuing professional development  | E  | A/S  |
| Clear view of what high standards and performance looks like  | E  | S  |
| Proactive / strong problem solver with the ability to make things happen                                      | E  | S  |