



Teaching and Learning Support Assistant – Classroom Support

JOB DESCRIPTION

To work with teachers to support and lead the teaching and learning as appropriate and be responsible for supporting the teacher to plan and deliver the curriculum by working with individuals or small groups of pupils under the direction of teaching staff and to plan and deliver learning activities within the overall teaching plan

Working hours: Term Time Based Hours: 32.5 hours per week, 39 weeks per year. Monday to Friday, 8:30am-3:30pm

Annual Leave: The full-time rate of holiday entitlement incorporated in the formula is 25 days per year rising to 30 days per year for employees with 5 or more years of continuous employment with the Trust. The formula also provides for a pro rata entitlement to the bank and public holidays normally observed in England and Wales

Salary: Grade E Scale Points 7-11, **Full Time Equivalent** £24,294-£25,979, **Actual Salary** £18,273-£19,541

Terms and conditions of employment:

The job description should be read in conjunction with the contract of employment that shall set out the key terms and conditions of appointment.

Job purpose:

To provide support for groups of pupils and for individual pupils, enabling them to access and excel across a broad and balanced curriculum in accordance with the objectives of the Academy.

Duties and responsibilities:

Main duties and responsibilities are indicated below. Other duties of an appropriate level and nature may also be required, as directed by the line manager.

Key duties :

- Plan and deliver learning activities for individuals and groups of pupils under the direction of the teacher, adapting activities according to pupils' responses as appropriate
- Assess, record and report on development, progress and attainment as agreed with the teacher
- Supervise a class with an additional adult if the teacher is temporarily unavailable
- Draw any problems which cannot be resolved to the attention of the teacher, having sought to problem solve with some level of independence in the first instance
- Contribute to ideas for planning and evaluating specialist learning activities with the teacher in line with a SEND child they may support
- Select and adapt appropriate resources/methods to facilitate agreed learning activities with some degree of independence

- Initiate support for pupils in social and emotional well-being, establishing caring and secure relationships with the pupils, promoting respect, self esteem and a positive ethos, reporting problems to the teacher as appropriate
- Teaching Assistants in this role are expected to undertake at least one of the following:
 - a. Provide specialist support to pupils with special educational needs, for example, learning, behavioural, communication, social, sensory or physical difficulties with elements of independent decision making (adapting the work, sensory breaks etc)
 - b. Provide specialist support to all pupils in a particular learning area (e.g. IT, literacy, numeracy, National Curriculum subject)
 - c. Plan and run specialist interventions above that expected of a level 2 TA (some level of independence with regards planning, adapting and resourcing)
 - d. Have a proactive role in supporting whole academy initiatives (mental health, phonics, working parties, active playtimes etc)
- Model effective practice to colleagues as appropriate (using platforms like Iris or allowing colleagues to observe you in practice)
- Make a positive contribution to the wider life and ethos of the school
- Share information about pupils with other staff, parents / carers, internal and external agencies, as appropriate and having shared this with the class teacher first
- Understand and support independent learning and inclusion of all pupils as required, being flexible to take on class or 1:1 responsibilities as needed
- Be responsible for children at lunchtime and playtime as needed and assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence
- Follow safeguarding protocols

Teaching and learning

- Contribute to the development of planned learning activities with teachers
- Demonstrate an informed and efficient approach to teaching and learning by adopting and adapting relevant strategies to support the work of the teacher and increase achievement of all pupils.
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning
- Provide feedback to pupils in relation to attainment and progress towards the LO (purple pen marking / verbal / AFL)
- Use effective behaviour management strategies consistently in line with the school's policy and procedures, with teacher support as necessary.
- Support pupils in social and emotional well being, establishing caring and secure relationships with the pupils promoting respect, self esteem and a positive ethos, liaising with the ELSA/Pastoral lead as appropriate
- Understand and support independent learning and inclusion of all pupils as required
- Use IT skills to advance pupils' learning
- Plan and deliver specialist interventions above that planned for by the class teacher (ie.phonics, Rapid Read)
- Be involved in planning, organising and implementing individual development plans for pupils (such as Individual educational plans), including attendance at, and contribution to, reviews
- Work with pupils not working to the normal timetable (sensory breaks etc)

Planning / Feedback

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress, including marking as appropriate
- Read, understand and deliver appropriate lesson plans, adapting as needed when teaching a group / 1:1
- Prepare the classroom for lessons using own initiative where appropriate
- Plan adaptations to interventions as appropriate

Working with colleagues and other relevant professionals

- Establish and maintain relationships and communicate with families, carers and other adults
- Model effective practice to other Learning Support Staff
- 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 as directed by the class teacher /SENCO
- 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, with some ownership of specific information eg. SALT outcomes
- Develop effective professional relationships with colleagues
- Adhere to the strict rules of confidentiality and respect
- Adhere to the Staff Code of Conduct and the policies of Ocean Academy

Whole-school organisation, strategy and development

- Work with pupils not working to the normal timetable as appropriate (supporting an IEP or BMP)
- Prepare and present displays
- Supervise break and lunch duties encourage positive and purposeful play and fitness activities, teaching play and social skills and specific games as required. Supervise the movement of pupils to and from dining and play areas
- Be aware of and comply with policies and procedures of the school and in particular relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

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 and our school's child protection policy
- Look after children who are upset or have had accidents
- Be vigilant when on playground duty or on school trips
- Attend to minor accidents at school (where appropriate training has been given) and supervise unwell children
- Complete SMARTlog training as instructed
- Support the schools fire and emergency procedures by being familiar with the instructions for staff and children
- Escort and supervise pupils on educational and out of school activities

- Provide support with personal hygiene or intimate care as necessary
- Support class teachers with maintaining a safe learning environment
- Support the schools fire and emergency procedures by being familiar with the instructions for staff and children
- Undertake First Aid training

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, including self research
- Actively take part in the school's appraisal procedures (Growth Conversation)
- Undertake training and attend INSET days in accordance with contractual requirements

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside the academy and in particular relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity
- Adhere to whole academy policies and procedures, including the staff code of conduct

Special Conditions of Service

- Due to the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974
- (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.
- As this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Police regarding any convictions against them and, as appropriate the nature of such conviction/s.

General:

- Attend training sessions and meetings as required.
- Work in accordance with data protection regulations.
- Uphold the Trust's policy in respect of child protection and safeguarding matters.

Equal Opportunity

- The post holder will be expected to carry out all duties in the context of and in compliance with the academy's equal opportunities policies.
- This job description will be reviewed at regular intervals and is subject to change as the needs of the academy evolve

Person Specification:

Assessed by application (A) Assessed by the recruitment process (R)

Criteria	Essential	Desirable
Qualifications / Education		
Meets the competencies of Level 2	A	
GCSE level 5 in maths and English (or equivalent)	A	
Meeting the national occupational standards (NOS) in Supporting Teaching and Learning level 3 and working at NVQ level 3	A	
Experience		
Experience of managing student behaviour	A	
Experience of working with children in an educational setting	A	
Demonstrate specialist skills relevant to their role	A	
Skills, Abilities and Knowledge		
Requires knowledge and procedures for supporting and leading learning activities in specialist areas.	R	
Knowledge and skills equivalent to the core and optional NOS in Supporting teaching and learning that underpin National Qualifications at level 3; including knowledge of a specialist aspect of supporting learning and teaching or equivalent experience	R	
Model effective practice for other support staff/trainees to improve theirs	R	
Be involved in planning, organising and implementing individual development plans for pupils (such as Individual educational plans), including attendance at, and contribution to, reviews.	R	
Work with pupils not working to the normal timetable	R	
Contributes to the development of planned learning activities with teachers; responds to activity-related problems without referral to teachers. May be involved in planning, organising and developing individual education plans.	R	
Strong self organisation and ability to follow routines without constant prompting from the teacher.	R	
Invigilate tests	R	
Prepare and present displays.	R	
Support the work of volunteers and other teaching assistants in the classroom	R	

Criteria	Essential	Desirable
Skills and expertise in understanding the needs of all pupils and using their own initiative to find out how expertise is not yet secure.	R	
Active listening skills	R	
The ability to remain calm in stressful situations	R	
Interpersonal and Communication Skills		
Communicates with pupils, including those who may have special needs and adjusting approach as necessary.	R	
Exchanges information with staff, parents/carers promote learning, including assessing the impact of the communication on recipients	R	
Establish and maintain relationships with families, carers and other adults, e.g. speech therapists.	R	
Initiative & Independence		
Follows detailed instructions and / or is closely supervised with little scope for discretion; problems are generally referred.	R	
Provide short term cover supervision of classes.	R	
Carry out independent research into new educational initiatives	R	
Problem solve where appropriate before seeking advice.	R	
Emotional Demands		
Is emotionally self aware as can be exposed to emotionally demanding behaviours and situations as a result of attending to pupils' personal needs and assisting with behaviour management as appropriate	R	
Can support colleagues to manage their own and known pupils' emotional needs.	R	
Seeks advice from ELSA/Pastoral lead to enhance their practice regarding emotional needs	R	
Responsibility for People Wellbeing	R	
Guide and support pupils in their personal, emotional and social development	R	
Seek advice from SLT or Pastoral lead to support their own wellbeing	R	
Be a role model for new or existing colleagues	R	

Criteria	Essential	Desirable
Responsibility for People Wellbeing		
Escort and supervise pupils on educational and out of school activities - having the responsibility for their own group.	R	
Supervise individuals and groups of pupils throughout the day, including supervision in the classroom, playground and dining areas.	R	
Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence. Undertake OT or Physio training as needed.	R	
Supervise groups / individuals independently away from the classroom for interventions, SEND needs as outlined in EHCP or behaviour plan	R	
Managing the supervisory role needed for children with EHCPs and seeking the appropriate support as needed	R	
Responsibility for Physical and Information Resources		
Responsible for the careful and safe use of equipment, such as play and standard IT equipment.	R	
Records basic pupil data (eg. takes the register, records intervention outcomes independently), uses My concern effectively	R	
Use own devices / social media in an acceptable way (in line with the acceptable use policy)	R	
Knowledge		
Discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, the ability to work within a team, and good oral communication	R	
Knowledge of child protection and safeguarding	R	
Knowledge of the potential barriers to learning	R	