



Rhyl Community Primary School

Job Description

Job Title:	Teaching Assistants to support SEND
Responsible to:	Deputy Head Teacher and SENDCo
Pay Scale:	Scale 3 point 5-6 (£30,120 - £31,552 pro rata)
Hours:	30 hours per week, term time only

JOB PURPOSE

The post holder will be responsible for assisting class teachers in supporting children's learning and providing for their social, emotional and welfare needs in the KS1 and KS2.

Support for children, teachers and curriculum in the classroom

- To work with individuals or groups of children, including those with SEND, to support their learning in all curriculum areas under the direction of the class teacher.
- To work with the class teacher and other members of the class support team in planning and developing specific activities and programmes of support for children.
- To work with the class teacher and other members of the class support team in supporting children's emotional and social development.
- To observe children's academic progress and report to class teachers as required, contributing to ongoing, formative assessment.
- To ensure the health, safety and appropriate behaviour of the children and report concerns as necessary to the class teacher.
- To contribute, when working with children with Special Educational Needs, to personal education plans, annual reviews and all other relevant documents and professionals' meetings.
- To accompany children on visits, trips and out of school activities as required.
- To prepare materials and resources to support classroom activities.
- To assist in the care of the educational environment including managing classroom storage effectively and contributing to learning displays.

Support in the playground:

- To ensure the safety of all children within the playground/s by following all procedures with regard to playground supervision.
- To be aware of procedures for reporting accidents and to follow these procedures correctly.

Support for the school

- To contribute positively to the overall ethos and aims of the school, sharing a commitment to working collaboratively for the benefit of all children in our care.
- To be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To implement and promote the school's equal opportunities policies and to value diversity.
- To participate in training and other learning activities and performance development as required.
- To have due regard for safeguarding and promoting the welfare of all children to follow the child protection procedures adopted by the school.

General

- To carry out any other reasonable tasks in keeping with the post as specified by the Executive Head Teacher.



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Teaching Assistant Person Specification

Experience	<ul style="list-style-type: none"> • Experience of working with pupils with Special Educational Needs • Experience of working with children in the Early Years Foundation Stage, Key Stage 1 and Key Stage 2
Qualifications	<ul style="list-style-type: none"> • Successful completion of, or willingness to undertake training for Teaching Assistants • NVQ2 for Teaching Assistants or equivalent qualifications or experience • First aid training as appropriate • Literacy and mathematics skills to at least National Curriculum Expected (End of Year 6) to effectively support pupils
Knowledge & Skills	<ul style="list-style-type: none"> • The ability to form good working relationships with parents, teachers and pupils, and be able to work in a team • Good written and oral communication skills • Effective use of ICT to support learning • Use of other technology including internet, email, Microsoft Office • Understanding of relevant policies/codes of practice and awareness of relevant legislation • General understanding of national/foundation stage curriculum and other basic learning programmes/strategies • Basic understanding of child development and learning • Ability to self-evaluate learning needs and actively seek learning opportunities • Ability to relate well to children and adults • Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these
Equal Opportunities	<ul style="list-style-type: none"> • Commitment to the implementation of the school's equality policy • An ability to develop positive relationships with young children, valuing their diversity, in order to enhance their learning and social development
Continuing Professional Development	<ul style="list-style-type: none"> • Willingness to undertake additional training/staff development as appropriate • Ability to reflect on your own professional practice