

Staff Member: Level 4 TA

Grade: F

Post: A4730

JOB PURPOSE

To work with a KS2 1:1 pupil.

The post holder must have successful experience of supporting a challenging pupil with heightened anxiety in a mainstream classroom.

The post holder would lead upon the planning, preparation (including resources) and the learning activities for the pupil, under the class teacher's supervision.

They should be able to devise clearly structured activities that both interest and motivate the pupil and advance their learning whilst supporting the inclusion of the pupil.

The post holder must work collaboratively with the assigned class teacher, SENDCo and parents in accordance with arrangements made by the Headteacher.

The post holder will be accountable to the Headteacher and to the school's governing body.

MAIN DUTIES & RESPONSIBILITIES:

Professional values and practice:

Have regard for the need to safeguard child's wellbeing in accordance with statutory provision

Have high expectations of the pupil with a commitment to helping them fulfil their potential

Establish fair, dignified, respectful, trusting, supportive and constructive relationships with the pupil

Demonstrate the positive values, attitudes and behaviours they expect from the child

Have proper and professional regard for the ethos, policies and practices of the school and maintain high standards in their own attendance and punctuality

Communicate effectively and sensitively with the pupil, colleagues, parents and carers

Recognise and respect the contribution that parents and carers can make to the development and wellbeing of children and young people

Demonstrate commitment to collaborative and cooperative working with colleagues within and outside school

Improve their own knowledge and practice including responding to advice and feedback.

Professional knowledge and understanding:

Understand the profile of the child and recognise which strategies should work best during times of heightened anxiety e.g. low-level demand, PACE approach

Know how to contribute to effective personalised provision by taking practical account of pupil's needs

Have sufficient understanding to support the development, learning and progress of the pupil

GCSE English (or equivalent) grade B or above and GCSE Maths (or equivalent) grade C or above in Maths

NVQ III/NEB/BTEC or equivalent recognised qualification in childcare/ child development/education or Higher Level Teaching

Assistant Status or Qualified Teacher Status

An excellent understanding in child development and neurodiversity

Know how to use ICT to support their professional activities

Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the pupil they support.

Understand the objectives, content and intended outcomes for the learning activities for the pupil

Know how to support the pupil in accessing the curriculum in accordance with the Special Educational Needs (SEN) Code of Practice and disabilities legislation

Know how other frameworks, that support the development and well-being of the pupil, impact upon their practice.

Planning and expectations

Use their expertise to plan and prepare learning activities in line with child's current assessment

Use their expertise to plan their role in learning activities

Establish a clear framework for expectations, routine, discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

Devise clearly structured activities that interest and motivate the pupil to advance their learning

Plan how they will support the inclusion of the pupil in the learning activities

Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities.

Monitoring and assessment

Monitor pupil's responses to activities and modify approaches accordingly

Monitor pupil's progress in order to provide focused support and feedback

Support the evaluation of pupil's progress using a range of assessment techniques

Contribute to maintaining and analysing records of pupil's progress
Liaise with class teacher regarding progress and arranging next steps

Teaching and learning activities

Use effective strategies to promote positive behaviour
Recognise and respond appropriately to situations that challenge equality of opportunity
Use their ICT skills to advance learning
Organise and manage learning activities in ways which keeps the pupil safe
Direct the work, when necessary, of other adults in supporting learning.

Support for the Pupil

Promote inclusion and acceptance
Provide consistent support, responding appropriately to individual pupil needs
Encourage pupil to interact with others and engage in activities within the classroom
Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure
Assess the needs of the pupil and use detailed knowledge and specialist skills to support pupil learning
Establish productive working relationships, acting as a role model and setting high expectations
Develop and implement individual learning plans
Provide appropriate, comprehensible feedback to both pupil in relation to progress and achievement

Support for the Teacher

Production of lesson plans activities, resources, learning objectives, etc, within agreed system of supervision
Effectively contribute to the selection and preparation of teaching resources that meet the diversity of the pupil's needs and interests
Use teaching and learning objectives to plan lessons and to evaluate and adjust lesson/work plans as appropriate
Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
Be responsible for keeping and updating records in agreed format with the teacher & SENDCo, contributing to reviews of systems/records
Administer any required assessments accurately and record achievement/progress
Establish a clear framework for pupil discipline, anticipate and manage pupil behaviour constructively, promoting self-control and independence, in line with established school policy
Support the role of parents in pupil's learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement, etc.
Take responsibility for personalising learning experiences for the pupil

Support for the Curriculum

Deliver learning activities/programmes, adjusting activities according to pupil's learning styles and individual needs
Support the delivery of literacy/numeracy programmes, effectively utilising all alternative learning opportunities to support extended development
Use ICT effectively in learning activities and develop pupils' competence and independence in its use
Assist pupil to access learning activities through specialist support from external agencies
Select and prepare required resources to lead learning activities, taking account of pupil's interests, language and cultural backgrounds
Advise on appropriate deployment and use of specialist aid/resources/equipment.

Support for the School

Comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned)
Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
Contribute to the school ethos, aims and development plan
Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils taking the initiative to develop appropriate multi-agency approaches
Attend and participate in regular meetings as appropriate
Participate in training and other learning activities as required
Establish own best practice and lead specialist area and use to support others

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.

The job description may be amended at any time following discussion between the Headteacher and staff member and will be reviewed annually.

Signed _____

Staff Member

Headteacher

Date

Person Specification for Teaching Assistant Level 4	E or D
<p>Skills</p> <ul style="list-style-type: none"> • Ability to work effectively within a team environment, understanding classroom roles and responsibilities • Ability to build and maintain effective working relationships with all pupils and colleagues • Ability to build and maintain effective working relationships with individual pupil and their family • Ability to work with specific individual need and identify learning styles as appropriate • Ability to have sole responsibility for individual pupil • Ability to adapt own approach in accordance with pupil needs • Ability to continually develop and extend own working practices • Excellent personal numeracy and literacy skills • Ability to provide quality feedback to parents • Ability to provide high quality record keeping for schools and other agencies • Liaise with external agencies 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>
<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Advanced understanding of neurodiversity e.g. ASD, ADHD, PDA, SPD • Understanding of principles of child development, learning styles and independent learning • Minimum 4 years' experience of working with children in an educational setting (within specified age range/subject area) • Working knowledge of relevant policies/codes of practice/legislation • Understanding of statutory frameworks relating to teaching and learning • Understanding of inclusion, especially within a school setting • Experience of resources preparation to support learning programmes • Effective use of ICT to support learning • Understanding of other basic technology – computer, photocopier • Understanding of the PACE approach • Understanding of the TEACCH approach 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p>
<p>Qualifications and Training</p> <ul style="list-style-type: none"> • Qualification/CPD as relevant • NVQ III or equivalent in teaching assistance • Willingness to participate in relevant training and development opportunities • Training in special educational needs and appropriate strategies • Safer Handling Training 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p>
<p>Professional Values and Practice</p> <p>Must be able to demonstrate the following:</p> <ul style="list-style-type: none"> • High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements • Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners • Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work • Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>

<ul style="list-style-type: none"> • Able to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning • Able to improve their own practice through observations, evaluation and discussion with colleagues • An ability to be dynamic, solution focused, adaptive to routine changes and independently adapt planned activities • Attend and contribute to SEN meetings 	<p>E</p> <p>E</p> <p>E</p>
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