



Greenvale Primary School Teaching Assistant

General Description of Post	To work under the direction and guidance of the Inclusion Manager, Headteacher and class teacher to assist and support the work of an individual child/group of children in their educational and social development.
Key Responsibilities	
In addition to all the above statements, the following must also be undertaken:	
1.1	To aid the school in its drive to raise standards and as directed by the Headteacher, deliver an effective programme of work to small groups of children with the outcome of improving Progress, Attainment and children's emotional development. Monitor and record children's development and attend meetings with staff (when required) to review progress and plan steps to move the children on.
1.2	To participate in all in-service training (INSET days) and attend staff meetings where appropriate and to use the information gained to the benefit of the school.
1.3	To contribute to the effective running of the school in a positive manner.
1.4	Monitoring of resources for your classroom, catering for meetings where necessary, photocopying and tidying the classroom and anything as directed by the class teacher, Inclusion Manager or Headteacher.
1.5	To be vigilant of the children's safety at all times and to report any Safeguarding concerns to the Designated Safeguarding Officer.
1.6	In addition to the duties listed on this job description, the post holder will undertake any additional duties as outlined and deemed appropriate by the Class Teacher.

One to One Teaching Assistant Responsibilities	
To work under the direction and guidance of the Inclusion Manager and Headteacher to assist and support the learning and personal development of the pupil to whom you have been assigned; to enable him/her to make best use of the educational opportunities available to them.	
2.1	To aid the pupil/pupils to learn as effectively as possible both in group situations and on his/her own by, for example: i) Clarifying and explaining instructions ii) Ensuring the pupil is able to use equipment and materials provided. iii) Motivating and encouraging the pupil as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to his/her needs. iv) Assisting in weaker areas such as speech and language, reading, spelling, numeracy, handwriting/presentation etc. v) Using praise, commentary and assistance to encourage the pupil to concentrate and stay on task. vi) Liaising with the Class Teacher, Inclusion Manager and other professionals about individual education plans (IEP's), contributing to the planning and delivery as appropriate. vii) Providing additional nurture to individuals when requested by the Class Teacher or Inclusion Manager. viii) Consistently and effectively implementing agreed behaviour management strategies, in-line with the agreed school Behaviour Policy. ix) Helping to make appropriate resources to support the pupil.
2.2	Establish supportive relationships with the pupil concerned.
2.3	Promote the acceptance and inclusion of the pupil with AEN, encouraging pupils to interact with each other in an appropriate and acceptable manner.
2.4	Monitor the pupil's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
2.5	Give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop good self-resilience and self-esteem.
2.6	Mark the pupil's work under the direction of the Class Teacher.
2.7	Support the pupil in developing good social skills both in and outside the classroom.
2.8	Support the use of ICT in learning activities and with specific programmes to support learning.
2.9	Provide regular feedback on the pupil's learning and behaviour to the Class Teacher and Inclusion Manager including feedback on the effectiveness of the behaviour strategies adopted.
2.10	Under the direction of the Class Teacher, carry out and report on systematic observations of pupils to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about the pupil's stage of development.



2.11	When working with a group of pupils, understand and use group dynamics to promote group effectiveness and support both group and individual performance.
2.12	Where appropriate, to know and apply positive handling techniques (where training has been given).
2.13	To know and apply school policies on Child Protection, Health and Safety, Behaviour, Teaching and Learning and Equal Opportunities etc.
2.14	Where appropriate, to develop a relationship to foster links between home and school, and to keep the school informed of relevant information.
2.15	Be aware of confidential issues linked to home/pupil/teacher/school.
2.16	Contribute towards reviews of the pupil's progress as appropriate.
2.17	Comply with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment.
2.18	Take part in training activities offered by the school to further knowledge and skills of working with a child with specific learning difficulties.
2.19	Be willing to support playground / break time supervision for example, educational games and clubs etc.
2.20	Accompany the pupil on educational visits.

Lunch time support worker

The Lunchtime Support Worker is responsible for the smooth and efficient running of the lunchtime session – 45 minutes daily.

Key Duties & Responsibilities

To support the children during the lunchtime period during eating times in the dinner hall, playground during playtime, First Aid posts and classrooms during “wet play” sessions. To ensure children are engaged and safe at all times.

3.1	To smile and be happy!
3.2	To be vigilant of the children's safety at all times and to report any Safeguarding concerns to the Designated Safeguarding Officer
3.3	To wear a coloured tabard, which must be laundered each week and be clean and presentable at all times. The tabard must be worn so that the children can easily see you and to ensure that shoulder length hair is tied back when in the dinner hall.
3.4	To lay out the tables, chairs and cutlery ready for lunch at 12:00
3.5	To aid and encourage children to eat their cooked or packed lunch. This may include helping children to:- • Carry trays and plates. • Cut their food. • Remind children of table manners and good behaviour whilst at the dinner table. • Assist them in the use of a knife and fork. • Open lunch boxes, drink cartons and food wrappers etc. • Check food has been eaten. • Serve drinks
3.6	To reward children for good behaviour by praising and rewarding children with stickers.
3.7	To demonstrate a calm and caring attitude towards <u>all</u> children, being firm but fair, <u>no</u> raised voices. Go up to a child, bend down to their level and talk to them quietly.
3.8	To encourage children to put their hand up when needing help and not to call out or to leave their seat.
3.9	To send children from the dining hall to the playground, ensuring coats are worn when required and encourage them to go to the toilet on the way out; ensuring that children <u>walk</u>
3.10	To mop up any spillages and to wipe tables when they need it.
3.11	To <u>walk</u> around the playground and observe children playing and to play with the children and to supervise the children's games.
3.12	To be vigilant in the playground and observe playground rules:- • Ensure the playground and equipment is safe for the use and report and concerns to the Senior Midday Meals Supervisor and the school office. • All gates are shut. • All exit points watched. • No child to leave school without permission. • Check unknown adults who arrive in the <i>playground</i> with the Headteacher, member of the Senior Leadership Team (SLT) or school office. • To assist children with any problems / concerns.



3.13	When speaking to the children remember to call them by their own name.
3.14	As we are role models for children we should remember to speak to each other in the appropriate manner, including using good manners.
3.15	Assisting in the physical well-being of pupils throughout the lunchtime period where necessary. This includes the clearing of any bodily fluids i.e. vomit and faeces should a child have an accident; following all policies and procedures in place.
3.16	To administer First Aid at the First Aid post and record all incidents in the First Aid Log provided.
3.17	Ensure reasonable conduct and behaviour of the children, maintaining good order and discipline in accordance with the school's Behaviour policy.
3.18	Any inappropriate behaviour should be reported to the class teacher at the end of lunch in a discreet way remembering to state what actions were taken. Ensure that all information is written in the lunchtime behaviour book and stored securely.
3.19	Do not leave the playground until the right number of children are in the line to go.
3.20	To care for children and deal with any sickness including:- • Informing the class teacher • Cleaning up. • Inform the Headteacher, member of the SLT or school office of any illness. • Never leave the child unattended at any time.
3.21	When it is necessary, wet play will take place:- • Each classroom should have a wet play box stocked by the class teacher. If not a box then use your discretion on what to get out avoiding computer water and sand. • Read stories and play games, keeping the children occupied during the lunch break. • Ensure that the noise level remains low. • Leave the classroom tidy at the end of the lunch break.

Person Specification

Please note the following areas that are appropriate for this post:

	Essential	Desirable
Qualifications		
Qualified to NVQ Level 3 in relevant childcare qualification. For EYFS positions is must be a full & relevant early years qualification.	✓	
Minimum Grade C GCSE in English and Mathematics	✓	
First Aid trained		✓ (training will be provided)
Skills & Attributes		
Experience with working with SEND pupils	✓	
A good level of written and spoken English	✓	
The ability to use ICT effectively	✓	
Ability to understand and carry out verbal and written instructions	✓	
Ability to organise and prioritise work	✓	
Ability to remain confident yet discreet in dealing with visitors, parents and students	✓	
Be aware of child safeguarding arrangements	✓	
Personal Qualities		
A flexible approach to working and a "can-do" attitude	✓	
Commitment to achieving high standards	✓	
Excellent attendance and punctuality	✓	
Enthusiasm and a positive outlook	✓	
Responsible, honest and reliable	✓	
Good personal organisation	✓	
A sensitive and caring manner	✓	
Calm under pressure	✓	
A firm understanding of the necessity for complete confidentiality at all times	✓	