



Job Description

Teaching Assistant

School:	West Malling Primary School
Responsible to:	SENCo & Teacher in Charge of Centre
Hours:	16.5 hrs Per Week – Term Time Only
Salary Range:	Range 3

Purpose of the Job:

To support children's social-emotional, communication and cross-curricular learning development, working under the guidance and direction of the Teacher in Charge of Centre and specialist teaching and therapy colleagues (specialist Speech and Language therapist and other multi agency professionals where appropriate: e.g. OT).

To be involved as part of the school community working towards achieving the outcomes of the School Development Plan, working as part of the whole school team to fulfil the school's mission statement and safeguarding policy.

Key duties and responsibilities:

- To facilitate the effective learning of pupils in small groups across the curriculum, teaching to pre-planned interventions and activities, including the use of specialist teaching and therapy approaches under the guidance of teaching and therapy colleagues.
- To include evaluating, monitoring, recording and feeding back on the emotional, social and educational progress of children, based within a detailed understanding of each pupil's needs and awareness of his/her current Education, Health and Care Plan (EHCP) objectives in a number of key developmental areas.
- To support each child in meeting their EHCP objectives through involvement alongside teaching and therapy colleagues in the full range of provision delivery, including some individual learning support and playtime support on the playground.
- To provide support for individual children in larger group or whole class situations, both within specialist class and inclusion class settings across the school, to enable optimal class participation and to promote positive learning attitudes and a safe learning environment for all, to achieve individual success and enhance self-esteem and independence.
- To assist colleagues with close observation and monitoring of children's progress, maintaining accurate records to ensure the careful tracking of progress and full documentation of interventions with children, in inclusion and specialist class settings.
- To assist Centre and whole school colleagues in preparation for and feedback from learning and teaching sessions, both within specialist and inclusion classes.
- To assist in the planning of and resource preparation necessary for lessons, both for personal implementation and that of colleagues, as necessary, ensuring that materials are suitable for the learning activities and sometimes preparing tailor-made equipment.
- To assist children in the use of ICT in the learning process.

- To supervise the arrival and departure of Language Centre pupils at the beginning and end of the school day, especially where taxi transport is involved, meeting safeguarding requirements, and to assist the Teacher in Charge of Centre in the recording and reporting of any taxi transport concerns if necessary.
- To contribute to liaison between home and school through home contact books, recording and phone calls as appropriate.
- To contribute, where required, to meetings with multi agency professionals as well as to in-school meetings to jointly plan, problem solve and creatively address pupil needs alongside teaching and SLT colleagues, including reviews of provision plans, target setting and pupil progress meetings.
- To attend training on INSET days if required; additional hours will be paid.
- To attend staff meetings where required and appropriate.
- To be aware of the Centre action plan and School Development plan, participating in monitoring and evaluating your contribution to its achievement, and undertaking all duties in line with school policy, raising achievement and equality of opportunity.
- To undertake any other duties as directed by the line manager, in keeping with the nature and specifications of the post, being aware of the need for flexibility in working practices as inclusion develops with regard to possible future changes in provision for Kent pupils with primary SLCN (speech, language and communication needs).

Teaching Assistants in this role may also undertake some or all of the following:

- Record basic pupil data.
- Support children's learning through play
- Assist with break-time supervision including facilitating games and activities
- Assist with escorting pupils on educational visits
- Support pupils in using basic ICT
- Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence
- Invigilate exams and tests

Teaching Assistants may also be required to:

- Attend to personal care needs to ensure pupils' wellbeing and health and safety
- Implement behaviour management programmes for pupils with severe learning and/or emotional problems to ensure pupils' wellbeing, health, safety and learning needs are met.
- Provide support for the class teacher and colleagues in the manual handling and/or physical restraint of pupils to ensure pupils' wellbeing, health and safety is maintained, and assist with the development of hygiene, toilet training and general dressing programmes
- Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person

Signed

Date

Person Specification

Teaching Assistant

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria or have the willingness and ability to work towards meeting the same.

	CRITERIA
QUALIFICATIONS	Evidence of further education –NVQ 2 or 3, NNEB, BTec or equivalent
EXPERIENCE	Experience of working with children Commitment to inclusive education
SKILLS AND ABILITIES	Literacy & Numeracy Skills Basic IT Skills Commitment to providing the very best for the pupil Ability to relate well to children and adults, understanding their needs and being able to respond accordingly Effective communication skills with both children and adults Ability to monitor progress Skills to encourage pupils to interact with others and be socially responsible Capacity to plan ahead, anticipate potential difficulties and establish a course of action
KNOWLEDGE	Knowledge and understanding of how to support a child within the classroom environment and within small group work How to establish and develop positive relationships with all pupils Knowledge of policies and procedures relating to child protection, health, safety, security and equal opportunities and confidentiality.
PERSONAL CHARACTERISTICS	Flexible; Reliable; Excellent time keeper, Good team member Care and Compassion Warm, positive personality. Positive and enthusiastic in outlook Sense of humour Self motivated and ability to show initiative Creative and resourceful An excellent attendance record Seeks further professional development