

Teaching Assistant

James Elliman Academy

Job Description

Reporting to	Year Team Leader / Vice Principal
Grade	L3

Job Purpose

Under the direction of the class teacher to work unsupervised with individual or groups of children, including those with significant SEND, to deliver learning support programmes and assist the teacher in the preparation of resources and delivery of the Curriculum. To perform any other duties which reasonably fall within the responsibility areas of the post, which may be allocated by the Vice Principal/SENDCo after consultation with the post holder

Key Accountabilities

The following list is not intended to be exhaustive but indicates the range of duties and the level of responsibility involved.

- Develops and uses knowledge and skills eg: literacy, numeracy, science and foundation subjects to contribute to pupil learning.
- Develops and uses knowledge and skills acquired from training opportunities to promote high quality inclusion.
- Assists with the planning, preparation and development of work programmes for groups/individuals. Prepares resources to support a range of learning activities.
- Works with small groups or individual pupils to enable their learning.
- Organises and maintains the learning environment and takes responsibility for aspects of class organisation, administration and display.
- Monitors, evaluates and records pupil progress and reports this as directed through the use of the Education, Health and Care Plan (EHCP) and teachers planning.
- Provides support to the teacher by accompanying pupils on off-site activities, including swimming if in upper KS2.
- Works as part of a team to ensure that the wellbeing, behaviour and personal development of pupils enhances their learning opportunities and life skills.
- Discusses with the teacher and contributes to curriculum and classroom planning – informally and at meetings.
- Maintains confidentiality.
- Understands and assists in interpretation of school policies.
- Awareness of safeguarding protocol.
- Supporting identified children with self-care needs, including support with toileting where appropriate.

General

- Maintain confidentiality in and outside the workplace;
- Support the implementation of academy policies;
- Promote the inclusion and acceptance of all pupils;
- Be aware of and understand safeguarding protocol and procedures and the importance of taking appropriate action;
- Attend and participate in meetings and training opportunities;
- Carry out any other reasonable tasks/duties as required by The Trust in accordance with the needs of The Trust.

This job description may be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation.

Confidentiality

During the course of your employment you may see, hear or have access to, information on matters of a confidential nature relating to the work of The Park Federation Academy Trust or to the health and personal affairs of pupils and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation.

Data Protection

During the course of your employment you will have access to data and personal information that must be processed in accordance with the terms and conditions of the Data Protection Act 2018.

Safeguarding

In accordance with the commitment of The Park Federation Academy Trust to follow and adhere to the Department for Education guidance entitled "Keeping Children Safe in Education", it is the individual's responsibility to promote and safeguard the welfare of children and young people in the Academy. A satisfactory DBS check is required for this post.

Person Specification

Criteria	Essential	Desirable
Experience & Qualifications	<ul style="list-style-type: none"> • Teaching Assistants will have a combination of experience, evidence of development and accreditation. • Appropriate qualifications include:- Teaching Assistant qualification – NVQ Level 2 and training towards L3. • Suitably trained to support pupils who have ASD. • Ability to effectively support learning in all Key Stages. • An understanding of the importance of safeguarding within a school setting. • Relevant experience of working with children with ASD. • Proven relevant experience of working with children with Special Educational Needs and Disabilities. • E.g. experience of working with children with a range of SEND Needs – e.g.: ADHD; Speech, Language and Communication Needs; Global Developmental Delay, Physical/Medical Needs and sensory impairments. 	<ul style="list-style-type: none"> • Suitably trained in a range of the strategies that support pupils with ASD. E.g. PECs, Early Bird training, TEACCH, Makaton, speech and Language techniques, ELKLAN. • Able to demonstrate an understanding of some of the aims and elements of the SEND Code of Practice. • Able to demonstrate an understanding of Autism Spectrum Disorder (ASD) and other types of need. • Able to demonstrate an understanding of current safeguarding guidance, policies and procedures.
Skills & Knowledge	<ul style="list-style-type: none"> • Good level of written and spoken English. • Numerate. • IT skills. • Able to plan, prioritise and organise own work schedule. • Able to undertake administrative procedures to support the work of the teacher. • Able to follow and interpret instructions and guidance. • Able to clarify and explain instructions to pupils. • Able to communicate effectively with pupils and adults. • Able to work with pupils within school behaviour management policy. • Able to motivate pupils to learn. • Able to assist with the organisation of the learning environment. 	<ul style="list-style-type: none"> • Ability to understand the barriers to learning experienced by an SEND pupil. • Ability to demonstrate an awareness of and act accordingly in respect of the cultural diversity present in Slough schools.

	<ul style="list-style-type: none"> • Able to prepare resources for teaching and learning activities and create displays. 	
Personal Qualities	<ul style="list-style-type: none"> • Reliable, effective punctual team member whose attendance is regular. • Able to demonstrate and act upon children's learning needs. • A positive and optimistic attitude. • Attitudes and beliefs which mirror the school ethos. • Accustomed to using their own initiative and the ability to work independently or liaise effectively with professional colleagues from a range of support services. 	