

Job Description – Teaching Assistant

School: Beckfoot Oakbank School

Salary/grade: Band 5 SCP4-6

Hours of work: 30 hours per week, term time only

Reporting to: SENDCo/Assistant SENDCo/HLTAs

Main Duties and responsibilities

To complement, appreciate and support the role of teachers and other professionals by undertaking work/care/support programmes which enables access to learning in the community as part of a teacher planned approach.

To support the class teacher in the management of pupils in the classroom, and other senior staff on a range of teaching and learning experiences which deliver an appropriately differentiated and suitably challenging creative curriculum for all pupils whilst meeting statutory requirements.

Communication/Working with Others

1. Support for Students

- Supervise and provide particular support for individual pupils/small groups, including those with special needs, ensuring their safety and access to learning activities.
- Provide daily mentoring to develop self-awareness about what influences and supports concentration.
- Establish constructive relationships with individual pupils/small groups and interact with them according to individual needs.
- Promote the inclusion and acceptance of all pupils.
- Encourage individual pupils/small groups to interact with others and engage in activities led by the teacher.
- Plan and support opportunities for social contact for individual pupils/small groups peers, and support to encourage and scaffold relationships with other children if any difficulties occur.
- Set challenging and demanding expectations and promote self-esteem and independence.
- For individual pupils/small groups provide help with naming and managing emotions.
- Acknowledge when individual pupils are feeling agitated or angry and use methods of distraction and verbal de-escalation.
- Provide feedback to individual pupils/small groups in relation to progress and achievement under guidance of the teacher.
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
- Support individual pupils/small groups to socialise and build relationships at unstructured times of the day.

- Closely supervise individual pupils/small groups in any practical activities where potentially dangerous equipment is in use.
- Support effective recording i.e. attending handwriting intervention, touch-typing games, writing slopes, access to laptop.
- Restorative justice work, where necessary, to maintain positive relationships with peers and staff.
- Build knowledge of early childhood trauma through a commitment to wider reading.

2. Support for the Teacher

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
- Provide detailed and regular feedback to teachers on pupils achievement, progress, problems etc.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Establish constructive relationships with parents/carers.
- Support individual pupils with any incidents that occur before home time and confirm with teacher how the incident has been resolved.
- Provide clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework etc.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Provide support to individual pupils/small groups in problem-solving conversations (solutions orientated).
- Prompt and guide individual pupils about how to interpret situations and how to problem-solve where there is ambiguity or conflict.
- Encourage individual pupils to reflect on their thoughts and feelings and how they are learning to manage situations which they have found challenging.
- Assist with the planning of learning activities.
- Timely and accurate preparation and use of specialist equipment / resources / materials as required by staff / curriculum / lesson plans etc.

3. Support for the Curriculum

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Exercise appropriate, relevant professional judgement in responding daily to an individual pupil on with regard to any external professional advice received.
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years recording achievement and progress and feeding back to the teacher.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

4. Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of students out of lesson times for example before and after school and at break/lunchtime.
- Accompany teaching staff / person in charge and students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher / person in charge.
- To support, uphold and contribute to the development of the Trust's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.
- May be required to undertake other duties commensurate with the grade and level of responsibilities as defined in this job description.
- Will be required to work with students of any age within the age-range of the school.

Safeguarding

No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

Fluency Duty

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role, the post holder is required to meet the Intermediate Threshold Level

Intermediate Threshold Level

The post holder should demonstrate:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

Other Considerations

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).
- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-Ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustments, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK

Notes

Note: This is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade and is not a comprehensive list of all the duties and responsibilities of the post. Successful postholders should not refuse to undertake work, which is not specified on this form and the job description may be amended at any time in consultation with the postholder.

Beckfoot Trust is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment.

The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

Last review date: 28/05/2030