

BEN RHYDDING PRIMARY SCHOOL

Outline Job Description

POST TITLE:	L3 OR HIGHER SEMH TEACHING ASSISTANT
POST REF:	BRPS TA
GRADE:	BAND 5, SCP 4-6
CONTRACT:	FIXED TERM (12 WEEKS, SUMMER TERM ONLY)

GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. Ben Rhydding Primary School is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment.
4. Ben Rhydding Primary School is committed, where possible, 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.

PRIME OBJECTIVES OF THE POST:

To work under the guidance of teaching/senior staff and within an agreed system of supervision. To implement agreed work programmes with individuals, in or out of the classroom.

This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/ presentation of resources.

The primary focus will be to maintain good order and to keep pupils on task.

Under the guidance of staff; Provide specialist support in a specific curricula/ resource area, including preparation, and maintenance of resources and support to staff and pupils.

Working under guidance, provide support in addressing the needs of pupils who need particular help to overcome barriers to learning.

KNOWLEDGE AND SKILLS:

(See Personnel Specification)

EFFORT DEMANDS:

Support for the Pupil(s)

- Use specialist (curricular/ learning) skills/ training/ experience to support pupil(s).
- Assist with the development and implementation of Individual Education/ Behaviour/ Support/ Mentoring plans.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress, achievement, behaviour and attendance.
- Provide pastoral support to pupils.
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable.
- Attend to pupil's personal needs and provide advice to assist in their social, health and hygiene development.
- Participate in comprehensive assessment of pupils to determine those in need of particular help.
- Support provision for pupils with special needs.
- Develop 2:1 mentoring arrangements with pupils and provide support for distressed pupils.
- Promote the speedy/ effective transfer of pupils across phases/ integration of those who have been absent.
- Provide information and advice to enable pupils to make choices about their own learning/ behaviour/ attendance.

- To support families of a daily basis, feeding back on the school day and what is working well.
- Challenge and motivate pupils, promote and reinforce self-esteem.

Support for the Teacher

- Work with the teacher to establish an appropriate learning environments.
- Work with the teacher and other staff in lesson planning, evaluating and adjusting lessons/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 maintain and updating records, information and data as agreed with the teacher, contributing to reviews of systems/ records as requested and producing analysis and reports as required.
- Undertake marking of pupils' work and accurately record achievement/ progress.
- Promote and ensure health and safety, positive values, attitudes and good pupil behaviour dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Liaise sensitively and effectively with parents/ carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/ meetings with parents with, or as directed.
- Administer and assess routine tests and invigilate exams/ tests.
- Establish constructive relationships with parents/ carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- Create and maintain a purposeful, orderly and productive working environment.
- Ensure timely and accurate design, preparation and use of specialist equipment/ resources/ materials.
- Assist in the development of lesson/ work plans, administration of coursework, work sheets etc.
- Contribute to planning, development and organisation of systems/ procedures.
- Liaise with feeder schools and other relevant bodies to gather pupil information.
- Support pupils' access to learning using appropriate strategies, resources etc.

- Assist in the development and implementation of appropriate behaviour management strategies and monitoring of systems relating to attendance and integration.
- Provide general clerical/ admin support e.g. dealing with correspondence, compilation/ analysis/ reporting on attendance, exclusions etc, making phone calls, administer coursework, produce worksheets for agreed activities.

Support for the Curriculum

- Implement agreed learning activities/ teaching programmes, adjusting activities according to pupil responses/ needs.
- Implement local and national learning strategies e.g. literacy, numeracy, KS3, early years. Make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Help pupils to access learning activities through specialist support.
- Determine the need for, prepare and maintain general and specialist equipment and resources.
- Monitor and manage stock within an agreed budget, cataloguing resources and undertaking audits as required.
- Maintenance of specialist equipment, check for quality/ safety, undertake specialist repairs/ modifications within own capabilities and arrange for other repairs/ modifications to be carried out.
- Provide specialist advice and guidance as required.
- Implement agreed work programmes/ practical lessons under the guidance of the teacher.
- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

SPECIAL CONDITIONS OF SERVICE:

- 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).

OTHER CONSIDERATIONS

- 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 adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

PERSONNEL SPECIFICATION:

EXPERIENCE:	<ul style="list-style-type: none"> • Experience of working in a team situation. (E) • Experience of working with young people in a relevant professional environment (education, youth, health, social work) (E) • Experience of providing individual support to children/ young people (E) • Experience of working in a KS2 Primary education setting. (E)
QUALIFICATIONS/ TRAINING:	<ul style="list-style-type: none"> • GCSE English and Maths or equivalent e.g. Adult Literacy/Numeracy at level 1. (E) • L3+ Teaching Assistant qualification or relevant qualification in working with children. (E) • Recent training in behaviour management (Level 2 Team Teach or Equivalent) (E) • Evidence of further training/development and/or willingness to participate in further training and development opportunities. (D)
KNOWLEDGE/ SKILLS:	<ul style="list-style-type: none"> • Will possess knowledge of the School's relevant procedures or practices. (E) • Will have an outline understanding of relevant legislation. (D) • Will have knowledge of some of the policies covering their service area. (D) • Know how to identify and record issues regarding safety and safeguarding (E) • Problem solving skills. (E) • Good communication skills. (E) • Exercising advisory, guiding, negotiating and persuasive skills at a developed level. (E) • Knowledge of behaviour management strategies. (E)

	<ul style="list-style-type: none"> • Excellent numeracy and literacy skills. (E) • Ability to handle sensitive and confidential information and issues appropriately. (E) • An understanding of the issues relating to pupils who have additional learning needs, emotional and special educational needs. (E) • Knowledge of childcare. (D) • A commitment to CPD and openness to working with external agencies to improve practice. (E) • Awareness of child development. (D) • Knowledge and commitment to schools Equality policy. (E) • Ability to relate well to pupils and adults. (E) • Ability to work constructively as part of a team. (E) • Ability to remain calm under pressure. (E) • Demonstrate good co-operative, interpersonal and effective listening skills. (E) • Maintain confidentiality in matters relating to the school, its pupils, parents or carers. (E) • Ability to perform all duties and tasks with reasonable adjustments where necessary. (E) • Ability to cope with the requirements of the post, which will include working with pupils who have emotional/behavioural/physical difficulties. (E) • In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level. (E)
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OFFICE USE ONLY:

COMPILED BY:	G HARTFORD; K TAYLOR
DATE OF ISSUE:	<u>29 MARCH 2022</u>