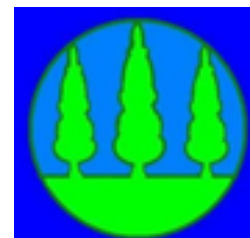


POPLARS FARM PRIMARY SCHOOL



OUTLINE JOB DESCRIPTION

POST TITLE	HIGHLY EXPERIENCED TEACHING ASSISTANT (SEMH or SEND)
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The following information is furnished to help Poplars Farm Primary School staff and those people considering joining Poplars Farm Primary School to understand and appreciate the work content of their post and the role they are to play in the organisation. However, the following points should be noted:

- 1 Whilst every endeavour has been made to outline all the 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 description.
- 2 Officers 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 Poplars Farm Primary School is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment and access to the School's Services.
- 4 Poplars Farm Primary School 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.

PRIME OBJECTIVES OF THE POST:

To support the class teacher in ensuring all pupils make progress and ensure any barriers to their learning are addressed. To provide support to meet the needs of identified pupils, be that academic or social and emotional. Work may be carried out in the classroom or outside the main teaching area.

SUPERVISORY/MANAGERIAL RESPONSIBILITIES:

Assisting as a member of the classroom team in the supervision of students on work experience, trainees and voluntary helpers with whom the postholder is working.

SUPERVISION AND GUIDANCE:

To work under the instruction/guidance of teaching/senior staff.

RANGE OF DECISION MAKING:

To make decisions using initiative within established working practices and procedures.

The postholder will be expected to use good common sense and initiative in all matters relating to:

- the conduct and behaviour of individuals, groups of pupils and whole classes
- the correct use and care of materials by individual and small groups of pupils
- the safety, mobility (if required) and hygiene and wellbeing of the pupils.

RESPONSIBILITY FOR ASSETS, MATERIALS ETC:

To maintain the confidential nature of information relating to the school, it's pupils, parents and carers.
The provision, use and storage of equipment and materials used by pupils with whom the postholder is working.
General responsibility for the care of all equipment and materials within the classroom/designated area of the school.

CONTACTS:

Internal at all levels, Parents / Carers, Governors, Community Groups, Health, Social Services, Police, Local Education Authority, Education Bradford, Contractors, External Agencies.

RANGE OF DUTIES: TEACHING ASSISTANT

1. SUPPORT FOR PUPILS

- 1.1 Supervise and provide particular support for pupils, including those with special educational needs or disabilities, ensuring their safety and access to learning activities. Attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene (toileting, nappy changing), first aid and welfare matters.
- 1.2 Establish constructive relationships with pupils and interact with them according to individual needs.
- 1.3 Promote the inclusion and acceptance of all pupils.
- 1.4 Encourage pupils to interact with others and engage in activities led by the teacher.
- 1.5 Set challenging and demanding expectations and promote self-esteem and independence.
- 1.6 Provide feedback to pupils in relation to progress and achievement in line with school policy
- 1.7 Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.

2. SUPPORT FOR THE TEACHER

- 2.1 Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
- 2.2 Provide detailed and regular feedback to teachers on pupils achievement, progress, problems etc.
- 2.3 Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- 2.4 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
- 2.5 Establish constructive relationships with parents/carers.
- 2.6 Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- 2.8 Assist with the planning of learning activities.
- 2.9 Undertake regular verbal and written feedback under the direction of the classteacher.

3. SUPPORT FOR THE CURRICULUM

- 3.1 Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- 3.2 Undertake programmes linked to local and national learning strategies
- 3.3 Support the use of IT in learning activities and develop pupils' competence and independence in its use.
- 3.4 Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

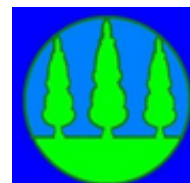
4. SUPPORT FOR THE SCHOOL

- 4.1 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.
- 4.2 Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- 4.3 Contribute to the overall ethos/work/aims of the school.
- 4.4 Appreciate and support the role of other professionals.
- 4.5 Attend and participate in relevant meetings as required
- 4.6 Participate in training and other learning activities and performance development as required.
- 4.7 Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
- 4.8 Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- 4.9 To support, uphold and contribute to the development of the School's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community;

The post holder is required to carry out any such particular duties which the Head Teacher may reasonably direct from time to time.

I confirm this Job Description has been checked and is appropriate and up to date.		
Signed : <i>On behalf of the school</i>		Dated:
Signed : <i>Employee</i>		Dated:
Compiled by: J Speak Headteacher, September 2024		Post Grade: Band 5/6 (Scale Point 4-11) depending on experience and qualification

Person Specification for post of SEMH or SEND TEACHING ASSISTANT



<i>E – Essential</i>	<i>D - Desirable</i>	<u>How it will be assessed?</u>
<u>APPLICATION</u>		
• Well-structured supporting letter		E Supporting letter Application form References
• Fully supported in reference		E Interview
<u>Qualifications and Experience</u>		
1.1 Level 2 qualification in Maths and English/GCSE		E Application form References Interview
1.2 NVQ 2 for Teaching Assistants or higher qualification		E
1.3 Training in relevant educational strategies and developments		E
1.4 Willingness to undertake and appropriate first aid training		D
<u>Professional Knowledge and Experience</u>		
2.1 Minimum 2 years' experience working with and or caring for children across different year phases.		E Application form References Interview
2.2 Experience of working with children with varying needs such as SEND, EAL, ASD		E
2.3 Experience of the primary curriculum		E
2.4 An understanding of child development and learning		E
2.5 Experience of delivering phonics interventions		E
<u>Professional skills</u>		
3.1 Ability to provide support for structured and agreed learning activities/learning programmes, taking into consideration pupils' needs		E Application form References Interview
3.2 To work collaboratively and supportively with colleagues within class, school, feeder schools/settings and outside agencies		E
3.3 The ability to respond to challenges with optimism		E
3.4 To be committed to continual personal and professional development. To be reflective and learn from past experiences		E
3.5 To be committed to equality, diversity and the inclusion of all		E
3.6 To have high levels of communication both spoken and written.		E

<u>Personal Characteristics</u>		Application form References Interview
4.1 Have an excellent attendance record and be reliable with a high degree of integrity	E	
4.2 Approachable with good interpersonal skills when dealing with others on all levels	E	
4.3 Well-organised, enthusiastic, energetic and flexible	E	
4.4 Resilient and demonstrates the ability to work under pressure. Manages time effectively	E	
4.5 Values and respects the views of children	E	
4.6 Self-motivated and able to take initiative and responsibility	E	
4.7 A willingness to learn with and from colleagues	E	
4.8 Proactive in maintaining own professional development and can seek help from others when needed	E	
4.9 A commitment to take part in all aspects of the life of the school, including meetings, training, special events and other activities as required	E	
4.10 Adheres to the School's code of conduct	E	