



Teaching & Learning Partner (inc. lunchtime)

Salary: Band 3 SCP 4-5
Reporting to: Assistant head -Inclusion
Location: Green Lane Primary School

Main purpose of the job:

- To support access to learning for pupils and provide general support to the teacher in the management of pupils and the classroom
- To supervise and ensure the safety of children throughout the day.
- To encourage children to treat each other with respect and to follow the school's behaviour policies at all times

Key Activities / Responsibilities:

Supervisory/Managerial

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

Supervision and guidance

- To work under the instruction/guidance of teaching/senior staff, and responsible to the Assistant head for inclusion

Range of decision making

- To make decisions using initiative where appropriate within established working practices.
- 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 well being 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
-  General responsibility for the care of all equipment and materials within the dining room/designated area of the school

Contacts

-  Internal at all levels, parents/carers, governors, community groups, health, social services, police, local authority, contractors, external agencies

Range of duties:

Support for pupils

-  Supervise and support pupils ensuring their safety and access to learning, attend to the pupils' personal needs. Implement related personal programmes such as provision maps, PSPs etc, including social, health, physical, hygiene, first aid and welfare matters
-  Supervise and support pupils in healthy eating, physical activity, hygiene in the dinner hall, first aid and welfare matters
-  Supervise designated areas, both inside and outside
-  Ensure that all dining and other areas are cleared of pupils at the end of the lunchtime period
-  Encourage pupils to interact with others and engage co-operatively in activities at lunch time
-  Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs
-  Promote the inclusion and acceptance of all pupils
-  Encourage pupils to interact with others and engage in activities led by the teacher
-  Encourage pupils to act independently as appropriate
-  To administer first aid, as appropriate. Training will be arranged
-  Due to the nature of the post, intimate care/hygiene may be required.

Support for teachers

-  Prepare classroom as directed for lessons and clear afterwards and assist with the display of pupils work
-  Be aware of pupil problems/progress/achievements and report to the teacher as agreed
-  Undertake pupil record keeping as requested
-  Support the teacher in managing pupil behaviour, reporting as appropriate
-  Gather/report information from/to parents/carers as directed
-  Provide clerical/admin. support e.g. photocopying, typing, filing, collecting money etc

Support for curriculum

-  Support pupils to understand instructions

-  Support pupils in respect of local and national learning strategies e.g. literacy, numeracy, early years, as directed by the teacher
-  Support pupils in using basic ICT as directed
-  Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use

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 pupils 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 relevant meetings as required
-  4.6 Participate in training and other learning activities and performance development as required, including an evaluation record
-  Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes
-  Accompany teaching staff and pupils on visits, trips and out of school activities as required
-  To support, uphold and contribute to the development of Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community

Specific conditions of service

-  Hours 32 per week to be worked between the hours of 8.30 am -4.00pm, with hours agreed with the management of the school
-  Work with groups of 6-8 pupils under the direction of the teacher
-  Undertake already planned structured and agreed learning activities/teaching programmes
-  Keep records of the above or other work carried out with pupils, on a format set out by the teacher
-  There is an expectation that the post holder will comply with the school ethos in terms of behaviour and dress

Person Specification



<u>Qualifications and Training</u>	<u>Essential</u>	<u>Desirable</u>
- Willingness to participate in development and training opportunities. - GCSE English and Maths or equivalent eg. Adult Literacy/Numeracy at level 2 - Qualifications relating to post eg health, children, practical skills, first aid.	✓ ✓	✓
<u>Knowledge and Skills</u>		
- This is a public facing role and therefore is necessary to be able to demonstrate fluency and proficiency in spoken English. To be able to converse at ease with members of the public (including children) and provide guidance and advice in accurate spoken English. - Good numeracy/literacy skills. - Ability to use relevant technology after training if required. - Keyboard / computer skills. - Understanding the needs of children with Autism - Understanding the needs of children with SEN and/or learning difficulties	✓ ✓ ✓ ✓	✓ ✓
<u>Experience</u>		
- Experience of working in a team situation. - Working with or caring for children of relevant age or relevant experience e.g. voluntary organisation, parental caring responsibility. - General technical / resource experience. - Clerical / administrative experience. - Experience of supporting children with additional needs, e.g. autism, speech language & communication needs, - Experience of supporting children with physical and/or medical needs		✓ ✓ ✓ ✓ ✓ ✓
<u>Disposition and Attitude</u>		
- Ability to understand classroom roles and responsibilities and your own position within these. - Ability to relate well to pupils and adults. - Work constructively as part of a team. - Ability to remain calm under pressure. - Demonstrate good co-operative, interpersonal and effective listening skills.	✓ ✓ ✓ ✓ ✓	

 Demonstrate a commitment to working with children of the relevant age.  Good sense of humour  Flexibility and willingness to accept change.  Approachable, courteous and able to present a positive image of the school to callers and visitors.  Maintain confidentiality in matters relating to the school, its pupils, parents and carers	✓ ✓ ✓ ✓	
<u>Other</u>		
 Willing to undertake further professional training as appropriate  Commitment to raising standards  Candidates should indicate an acceptance of and commitment to the principles underlying the Council's Equal Rights policies and practices.  Will not require holiday leave during term time.  Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).  No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (CRB check required).  Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995.  Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties.	✓ ✓ ✓ ✓ ✓ ✓ ✓	

This post is subject to satisfactory vetting, including a satisfactory enhanced disclosure from DBS