# 

# GREAT LEARNERS TRUST

**TEACHING ASSISTANT AT BEARBROOK COMBINED AND PRE-SCHOOL**

**JOB DESCRIPTION & PERSON SPECIFICATION**

# DUTIES AND RESPONSIBILITIES

The post-holder may be expected to work with individual children having special or particular needs, and groups of children, as directed. The following does not represent an exhaustive list but gives an indication of the role.

**PLANNING AND ORGANISATION**

* To discuss and contribute to the teacher’s programme/plan for the lesson/day/week/term.
* To help adapt differentiated materials to enable children to access the curriculum.
* To assist with the general management and organisation of children and resources/equipment which relate to the support of children.
* To assist with the planning, organising and supervising of educational visits and outings.

**CLASSROOM PREPARATION**

* Under the direction of the class teacher, to prepare classroom and associated areas for use including preparing materials, and setting out equipment, apparatus etc.
* To clean and put away materials, equipment, and apparatus after use. Tidy classroom and associated areas.
* To make up and maintain work/topic cards/sheets/books and other teaching aids. Prepare work and notices for display purposes. Assist with/arrange displays and interest tables.

**WORKING WITH CHILDREN**

* To work with and support individuals or groups of children on specific activities such as reading, writing, practical, creative, physical, recreational activities and environmental studies.
* To develop an understanding of the specific needs of pupils to be supported.
* To have an awareness of vulnerable groups of children including those pupils eligible for pupil premium funding.
* To aid pupils’ to learn as effectively as possible in both group situations and individually.
* To aid children in developing independent leaning skills.
* To promote and model creative, imaginative and constructive play with the children.
* To guide and assist the development of children’s social behaviour, attitudes, self-esteem and skills.
* To assist the class teacher and Inclusion Co-ordinator to develop suitable programmes of support and then carry out the support, within the classroom or in a withdrawal situation.
* To provide feedback about pupils’ difficulties and progress to the class teacher and Inclusion Co-ordinator.
* To participate in the evaluation of support programmes with the class teacher and Inclusion Co-ordinator.
* To assist with the supervision of children:
  + Within classroom settings
  + During school assembly
  + At play/meal times
  + On outings and educational visits
  + Not participating in an activity
* To help children constructively to participate in activities by adapting and/or interpreting lessons and instructions accordingly.

**CARE AND WELFARE**

* To administer support care/first aid, report injuries to appropriate authorities within the school and enter details in the accident book. To issue prescribed medication (following prior agreement with parents and in accordance with the school’s policy).
* To care appropriately for children taken ill whilst at school and to inform/contact parents, once the Head Teacher has been notified.
* To ensure Health and Safety regulations are complied with at all times.

**LIAISON AND COMMUNICATION**

* To liaise with other members of staff and multi-professional services.
* To contribute to EHCP / other SEND meetings as appropriate.
* To foster links between home and school as appropriate.

**PROFESSIONAL DEVELOPMENT**

* To attend relevant courses, INSET and training days to develop experience and broaden awareness, expertise and skills.
* To participate with the school’s appraisal process.

**COMMITMENT TO THE SCHOOL**

* To play a full part in the life of the school, attending a selection of charity and social events, sports days and PTA events to raise money for better school resources.
* To ensure that confidentiality is maintained at all times, in line with the school’s Confidentiality Statement.
* To promote a positive image of the school and the Great Learners Trust among parents and in the wider community.

**Part two: Personal and professional conduct**

All staff are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

All staff uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

* treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
* having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
* showing tolerance of and respect for the rights of others
* not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
* ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.

All staff must have proper and professional regard for the ethos, policies and practices of the school in which they work, and maintain high standards in their own attendance and punctuality.

All staff must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Signed:………………………………………… Date:……………...

***The person Specification is an important part of the application process and will be used to shortlist and accept candidates to Bearbrook Combined School and Pre-school. You will need to demonstrate in your supporting statement/application form how you meet the following criteria.***

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|  | **Essential** | **Desirable** |
| **Qualifications and Experience** | Experience of working with children in either a paid capacity or as a volunteer.  GCSE or equivalent in Maths and English | 2 Years experience of working in school.  Studies undertaken beyond GCSE or equivalent. |
| **Knowledge and understanding** | Good written and spoken English.  Have own area of strength/hobby e.g. art, music.  How to safeguard children and keep them safe. | How children develop and learn.  Supporting children with Special Educational Needs.  How children learn and how to motivate them. |
| **Skills** | Work with an individual or a group.  Model acceptable behaviour.  Provide strategies for spelling, reading, number skills.  Ability to work within a team. An ability to be organized and also creative.  Ability to work/lead small group work and occasional whole class work.  Display work effectively, and make and maintain basic teaching resources.  Accept and respond to line managers and supervision.  Work with guidance, but under limited supervision. | Extend children’s thinking skills.  Knowledge and experience of working with pupils who may have challenging behaviours.    Knowledge of word, excel & publishing software. |
| **Personal Characteristics** | Ability to promote the vision and aims of our school.  A well developed sense of responsibility.  Calm under pressure.  Good sense of humour.  Willingness to be led and lead.  Ability to work in liaison with parents and a variety of professionals. | Knowledge of national curriculum and its relevance to children with special needs.  Monitor, record and make basic assessments about individual progress suggest alternative ways of helping children if they are unable to understand.  Get involved in professional development, and attend courses. |
| **Equal Opportunities** | Demonstrate awareness and understanding of the implication of equal opportunities, inclusion and multicultural education. | Understand how pupils with special needs may be integrated into the classroom. |