



Hoyland Springwood Primary School

Job Description

POST TITLE: Associate Professional (Teaching Assistant) – Level Two

GRADE: 3

RESPONSIBLE TO: Headteacher, working under the direction of the Teacher in Charge of the Resourced Provision

PURPOSE OF THE JOB

- To work as a Teaching Assistant, primarily with children with significant communication & interaction needs.
- To work as part of a team in supporting children with additional needs to enable them to have full and meaningful access to a broad and balanced curriculum. This will entail working independently with pupils, individually or in small groups, as directed by the Teacher in Charge of the Resourced Provision or other senior staff.
- To support access to learning for children within the resourced provision and provide general support to the teacher in the management of these pupils.
- Provide general support in a specific curricula/resource area, including preparation, and maintenance of resources and support to staff and pupils.

KEY AREAS

- Support for Pupils
- Support for Teachers
- Support for the Curriculum
- Support for the School

DUTIES AND RESPONSIBILITIES

1. Support For Pupils

- i) To use communication modes effectively to meet the needs of individuals and groups of children (i.e. English / PECS / MAKATON).
- ii) Attend to pupils' personal needs and implement related personal programmes including social, health, physical and hygiene.
- iii) Supervise and provide particular support for Resourced Provision pupils, ensuring their safety and access to learning activities.
- iv) Assist with the development and implementation of Individual Education/Communication Plans/ Behaviour Plans and Personal Care Programmes.
- v) Establish constructive relationships with pupils and interact with them according to individual needs.
- vi) Promote the inclusion and acceptance of all pupils.
- vii) Encourage pupils to interact with others and engage in activities led by the teacher.
- viii) Provide challenging and demanding expectations and promote self-esteem and independence.
- ix) Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
- x) Support pupils in accessing learning activities under the guidance of the teacher.

2. Support for the Teacher

- i) Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupil's work.
- ii) Use strategies in liaison with the teacher to support pupils to achieve learning goals.
- iii) Assist with the planning of activities.
- iv) Monitor pupils responses to learning activities and accurately record achievement and progress as directed.
- v) Provide detailed and regular feedback to teachers on pupil achievements, progress, problems etc.
- vi) Promote good pupil behaviour and ensure health and safety at all times, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- vii) Establish constructive relationships with parents/carers.
- viii) Administer routine tests and invigilate exams and undertake routine marking of pupil's work.
- ix) Provide clerical /administrative support e.g. photocopying, typing, filing, money and administer coursework etc.
- x) Timely and accurate preparation and use of specialist equipment/resources/materials as required by staff/curriculum/lesson plans etc.
- xi) Maintain records as requested.

3. Support for the Curriculum

- i) Undertake structured and agreed learning activities / teaching programmes, adjusting activities according to pupil's responses.
- ii) 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.
- iii) Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- iv) Prepare and maintain equipment/resources required to meet lesson plans / relevant activities and assist pupils in their use.
- v) Monitor and manage stock supplies, cataloguing as required.
- vi) Maintenance of specialist equipment, check for quality/safety, undertake repairs/modifications within own capabilities and report other damages/needs.
- vii) Demonstrate and assist others in safe and effective use of specialist equipment/materials.

4. Support for the School

- i) 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 in accordance with policy.
- ii) Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- iii) Contribute to overall ethos/work/aims of the school.
- iv) Appreciate and support the role of other professionals.
- v) Attend and participate in relevant meetings as required.
- vi) Participate in development opportunities and other learning activities and performance development as required.
- vii) Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes, e.g. clubs, extra curriculum activities, as required.
- viii) Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under supervision of the Teacher.

5. General

- i) To undertake any other duties, commensurate within the grade, at the discretion of the Headteacher.
- ii) Be familiar and comply with all relevant Health and Safety, Operational, Personnel, Child Protection.
- iii) To develop and promote high standards throughout the Barnsley Children, Young People and Families Service.

6. Other

- i) Ensure equality of opportunity is afforded to all persons both internal and external to the authority, actively seeking to eliminate any direct or indirect discriminatory practices/behaviour.

DATE JOB DESCRIPTION REVISED: October 2018
BY WHOM: Karen Charnock & Jennifer Hunt
<i>This job description will form the basis of performance management and will be reviewed periodically</i>



Employee Specification

When filling in the application form please demonstrate with clear, concise examples how you meet the requirements of the post. You will be assessed in relation to the *Essential and Minor* criteria. Please bear mind that you must possess the Essential Criteria on day 1 to be able to do the job. If there are large numbers of applicants for the post then all of the criteria will be used for shortlisting. Under the Disability Discrimination Act, we recognise and welcome our responsibility to remove any barriers in our recruitment and selection process. We have tried to assess this in our Job Description and Employee Specification, however if you feel that there are barriers, please tell us in the application form. As part of the DDA we are committed to making reasonable adjustments, wherever possible and it would help us to know your needs in order to do

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Criteria No	Attributes	Criteria	How Identified	Rank
1.	Experience	Recent relevant experience	A/I	Essential
2.		Working with or caring for children of relevant age	A/I	Essential
3.		General technical/resource support	A/I	Desirable
4.		GCSEs at grade A to C in English and Maths or equivalent or equivalent experience	A/I	Essential
5.		Training in relevant learning strategies e.g.literacy	A/I	Essential
6..		First aid training	A/I	Desirable
7.		Participate in development and training opportunities	A/I	Essential
8..	General and Special Knowledge	Effective use of ICT to support learning	A/I	Essential
9.		Use other equipment technology e.g. computer, DVD, photocopier etc	A/I	Desirable

10.		General understanding of National Curriculum and EYFS Curriculum and other basic learning programmes/strategies	A/I	Essential
11.		Basic understanding of child development and learning	A/I	Essential
12..	Skills & Attributes	Ability to relate well to children and adults	A/I	Essential
13.		Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	A/I	Essential
14.		An awareness of the needs of pupils within the specialist area	A/I	Essential
15.		Use of relevant equipment / resources specific to specialist area	A/I	Desirable
16.		Ability to identify own training and development needs and co-operate with the means to address these	A/I	Essential
17.		Ability and willingness to assist with physical needs, such as toileting and at meal times etc whenever necessary	A/I	Essential
18.		Ability to deal appropriately with challenging behaviours	A/I	Essential
19.	Additional factors	Demonstrate a commitment to Equal Opportunities	A/I	Essential
20.		To comply with all Trust policies adopted by the Governing Body for example, Health and Safety, Equal Opportunities, child Protection and data protection.	A/I	Essential