
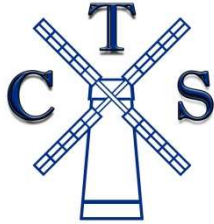


Job Role and Tasks	Behavioural Aspects and Key Responsibilities	
<p>To work under instruction/ guidance to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.</p>	<p><u>Support for Pupils</u></p> <ul style="list-style-type: none"> • Demonstrates a thorough understanding over time of the specific learning needs of pupils and/or conditions of pupils (physical, emotional, medical or behavioural) and applies this knowledge when working with pupils • Provides personal care and pastoral support for individual pupils including attending to intimate care and medical needs; • Meet physical needs as required (using hoists and lifting equipment where necessary) • Provides appropriate levels of individual attention, reassurance and help to support the specific needs of pupils as identified in Pupil Achievement Profiles (PAPS) and Pupil Information Profiles (PIPS) using own initiative and seeking guidance from teacher or Grade 3 TA. • Supports pupil(s) access to the curriculum (including being willing to support pupils in swimming sessions) and by differentiating instructions and resources where appropriate in all lessons • Is continually focused and aware of current specific individual targets of pupils and behaviour strategies that lead to effective outcomes. • Takes appropriate action to identify, analyse and minimise any risks to health, safety and security in the immediate working environment • Supports improvement in pupil knowledge, skills and understanding (working in small groups and one to one) that fosters pupil independence • Acts in a way that provides positive direction, praise and encouragement to pupils and actively encourages a collaborative and supportive environment within the classroom • Communicates positively to pupils and other staff in a way which develops mutual trust and respect • Demonstrates a working knowledge of the use of technology and appropriate curriculum software to support pupils learning and shares this knowledge with other staff including accessibility equipment (AAC) 	
<p>Skills and Knowledge</p>		<p>Professional Development Activities</p>
<p><u>A Grade 2 TA will have:</u></p> <ul style="list-style-type: none"> • Experience and knowledge of working with children with a wide range of abilities • Understanding and working knowledge of specialist ICT software (Clicker 6, Communicate In Print, MS Office, 2 Simple, Active Inspire/Smartboard) to support the pupil's learning • An appropriate level of Literacy and Numeracy Skills • Full working knowledge and understanding of relevant policies, practice and procedures • General understanding of national/ foundation stage curriculum • Some knowledge and skills relating to strategies in working with pupils with Complex Learning Needs • An interest, motivation and passion for working with special needs children and developing skills to facilitate this • Ability to self-evaluate learning needs and actively seek learning opportunities • Calm, controlled and effective communication and relate well to all children and adults within the school • The ability to reflect on own behaviour to ensure teams are strong and working together to meet the needs of all pupils • Ability to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within this • A high level of professionalism and the ability to distinguish personal and professional boundaries in school related relationships both in and outside of the school 	<p><u>Support for Teachers/Other Teaching Assistants</u></p> <ul style="list-style-type: none"> • Demonstrates and applies current strategies, policies and procedures and seeks to extend knowledge of pupil information • Communicates regularly and effectively about specific learning needs and other needs of pupils • Provides support and takes an active part in developing learning activities. • Supports the teacher and Grade 3 TA in creating a positive and supportive working environment and managing pupil behaviour • Supports pupils during break times including, where appropriate, the development of games and play to develop increased levels of engagement and positive relationships • Works with parents as directed in a positive and constructive manner which supports the integrity of the class and school. • Promptly reports any difficulties in communicating with parents and carers to the class teacher and Grade 3 TA • Works in class teams to assist in developing lesson plans with creative and engaging learning environments and resources • Creates and maintains learning environments and resources including the preparation and layout of materials, equipment and resources in accordance with lesson plans • Delivers pre-determined learning/care/support programmes • Provides general preparation/organisational support for the teacher / department • Supports the maintenance of pupil records by providing information to the teacher and recording the work of pupils, in accordance with school policies and procedures – including target setting and assisting in the levelling of pupil's work • Reports uncharacteristic and inappropriate behaviour patterns in pupils to the class teacher or Grade 3 TA <p><u>Support for the School</u></p> <ul style="list-style-type: none"> • Supports equality, inclusion and values diversity • Works within the policies and procedures of the school including health and safety, child protection, confidentiality and data protection • Following advice and guidance from other professionals ensuring that strategies are implemented effectively • Reflecting on feedback from pupils and other staff • Supports pupil progress by contributing to maintaining pupil records, reports, target setting and annual reviews • Is able to apply first aid (after training) in the event of accident or injury and the completion of appropriate documentation • Developing own skills is linked to school development and improvement and changing pupil needs. Takes part in staff meetings, training and development activities (e.g. manual handling, positive handling, child protection, restraint, food hygiene) • Supports the organisation of arrival and departure of pupils to school and transfer around the school • Communicates information and shares expertise, which could benefit other team members in their work and being able to adapt own practice in response to new information • Maintains positive relationships between parents/carers and the school • Supports the development of lunchtime as an effective teaching and learning opportunity (life-skills, communication, behaviour, healthy eating, hygiene) • Responds to pupils' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self-images 	<p><u>Learning Observations</u></p> <ul style="list-style-type: none"> • Shadowing an established TA or teacher • Observing another TA lead a quality 1:1 or group session • Visiting a relevant class or external school provider <p><u>Extending Professional Experience</u></p> <ul style="list-style-type: none"> • National Curriculum Update staff meetings • Taking part in school-based INSET and any appropriate additional training • Supporting school events and/or activities and liaising with relevant staff • Taking part in meetings – within class and outside of the class with other professionals • Collaborating with other professionals • Contributing to a school policy/publication • Serving as governor • Supporting/mentoring other TAs in a team • Collaborating with peripatetic teachers • Designing and creating displays in collaboration with Class Teacher <p><u>Broadening Work With Pupils</u></p> <ul style="list-style-type: none"> • Supporting pupils across a wide age and ability range • Working with pupils to present at an assembly, play, etc. • Evaluating pupils work through the school's assessment procedures • Supporting colleagues in organising and leading small group activities • Supporting the development of extended school activities (after-school club, etc.)
<p>Essential Qualifications</p>		<p>Training Opportunities</p>
<ul style="list-style-type: none"> • Level 2 Qualifications in Literacy, Numeracy and ICT • Level 1 Safeguarding 		<ul style="list-style-type: none"> • Level 1 BSL Signing • Basic First Aid training • Some training in specialist teaching techniques and programmes such as: <ul style="list-style-type: none"> ○ Precision teaching ○ VB programmes ○ Phonics ○ Sensory and Experiential Learning ○ Direct Instruction • ICT specific training (Clicker 6, ActiveInspire, Smartboard, MS Office, Communicate In Print, etc)

This school is committed to safeguarding and promoting the welfare of children and young people. Everybody who works for the school is expected to share and promote this commitment and to have, or acquire, the relevant abilities, skills and knowledge to carry it out.

Job Role and Tasks	Behavioural Aspects and Key Responsibilities	
<p>To work under guidance and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/ preparation of resources. Staff may also supervise whole classes occasionally during the short-term absence of teachers, managing behaviour and assisting pupils to undertake set activities.</p>	<p>Support for Pupils</p> <ul style="list-style-type: none"> Independently reads situations and applies own experiences and knowledge to provide appropriate levels of individual attention, reassurance and help for pupil(s) needs as identified in Pupil Achievement Profiles (PAPS) and Pupil Information Profiles (PIPS). Ensures that personal care and pastoral support for individual pupils is provided including attending to intimate care and medical needs; Ensures that the physical needs of pupils are met (using hoists and lifting equipment where necessary) Demonstrates a strong knowledge and understanding of complex specific needs and/or conditions of pupils (physical, emotional, medical or behavioural) and applies, extends and shares this knowledge when working with pupils Takes a leading role in the completion of appropriate documentation where necessary Actively seeks to extend own knowledge to develop strategies and support for pupils within their class and across the school Being creative in differentiating learning activities for pupils and the ability to recognise, reflect and modify teaching and learning strategies when needed Is responsible for and takes the lead in ensuring that pupils and staff are continually focused on current targets and teaching and behaviour strategies that lead to effective outcomes for pupils Proactively addresses and takes the lead to identify, analyse and minimise any risks to health, safety and security for pupils on and off site Leading strategies to support improvement in the knowledge, skills and understanding of staff to foster pupil independence. Acts as a role model for other teaching assistants in order to provide positive direction, praise and encouragement to pupils Communicates positively to pupils and other staff in a way which develops mutual trust and respect. Is proficient in the use of technology and appropriate curriculum software to support pupils learning and shares this knowledge with other staff including accessibility equipment (AAC) Supports pupil(s) access to the curriculum (including being willing to support pupils in swimming sessions) <p>Support for Teachers / Other Teaching Assistants</p> <ul style="list-style-type: none"> Takes responsibility for ensuring that other staff within the class are up to date and aware of pupil information, current strategies, policies and procedures Create strategies and systems to ensure that all staff are communicating regularly and effectively about specific learning and other needs of pupils Uses knowledge and experience to develop creative learning activities with the class teacher Uses knowledge and experience to manage pupil behaviour and pro-actively problem solve in different situations Uses initiative and has the ability to adapt staff timetable/rotas/tasks in the event of staff absence when cover is not possible Takes the lead to develop playtime and lunchtime activities including modelling appropriate play skills and games to build increased levels of engagement and positive relationships. Take on the lead role and model effective communication with parents/carers Working with the teacher to contribute own experience and expertise to enhance lesson plans with creative and engaging learning environments and resources Modelling a proactive approach to classroom organisation, systems and structures including the preparation and layout of materials, equipment and resources. Supporting the teacher to input progress or achievement data to the computer Working with the teacher to develop good practice in measuring and recording pupil progress during lessons Demonstrate initiative in recognising and reporting uncharacteristic and inappropriate behaviour patterns in pupils Helps develop other staff members to implement pupil specific learning programmes with the guidance of other professionals Supports pupil progress by making a significant contribution to maintaining pupil records, reports, target setting and annual reviews and accredited coursework. Acts as a mentor and role model to class staff and wider school co-workers in following correct school procedures, completing paperwork (accident forms, absence requests, etc.), and acting in a respectful and professional manner. Responds positively to requests and direction from other staff <p>Support for the School</p> <ul style="list-style-type: none"> Supports equality, inclusion and values diversity and models this to other staff Demonstrates a good working knowledge, and regularly contribute to the development, of policies and procedures within the school including health and safety, child protection, confidentiality and data protection. Identifies needs of pupils and any potential support from other professionals If first aid trained take the lead in dealing with accidents or injuries and the completion of appropriate documentation Personal development is a key priority and ensures this is closely linked to school development and improvement. Knowledge and experience is shared through participation in staff meetings, training and development activities (eg: manual handling, positive handling, child protection, restraint, food hygiene) Is responsible for the safety of small groups off school premises, and is accountable for ensuring the activity meets intended outcomes. Actively provides information and shares expertise, which could benefit other team members in their work Actively encourages the development of positive relationships between parents/carers and the school Takes part in organisation of arrival and departure of pupils to school and transfer around the school Models appropriate teaching methods to other staff in developing lunchtime as an effective teaching and learning opportunity (life-skills, communication, behaviour, healthy eating, hygiene) Responds to pupils' use of home language and local accents and dialects in a manner which promotes and values cultural diversity and reinforces positive self-images 	
<p>Skills and Knowledge</p>		<p>Learning Observations</p> <ul style="list-style-type: none"> Observing a visiting expert Shadowing a fellow TA or teacher Visiting other schools Observing and working with another professional (eg. Educational Psychologist)
<p>A Grade 3 TA will have:</p> <ul style="list-style-type: none"> Experience and specialist knowledge of working with children of a wide range of abilities Understanding and proficiency of specialist ICT software (Clicker 6, Communicate In Print, MS Office, 2 Simple, Active Inspire/Smartboard) to enhance the children's learning Demonstrates a high level of Literacy and Numeracy Skills Full working knowledge of relevant policies, practice and procedures and awareness of relevant legislation Working knowledge of current national/foundation stage curriculum Knowledge and skills relating to strategies in working with pupils with Complex Learning Needs An interest, motivation and passion for working with special needs children and developing skills to facilitate this A developing understanding of principles of child development and learning processes Ability to self-evaluate and actively adapt and modify own practice and share this with colleagues Always demonstrate calm, controlled and effective communication and relate well to children and adults and model this to other staff Take an active part in leading a team, understanding classroom roles and responsibilities and your own position within this Demonstrates a high level of professionalism and the ability to distinguish personal and professional boundaries 		<p>Extending Professional Experience</p> <ul style="list-style-type: none"> National Curriculum Update staff meetings Leading Aspects of school-based INSET Assuming the role of leader for an initiative in school Leading other teaching assistants on extra-curricular activities Organising school events and/or activities and liaising with relevant staff Taking part in meetings (pupil specific or curriculum related) Working with other professionals Sharing with a group of colleagues from another school Contributing to a school policy/publication Facilitating an appraisal Serving as governor Leading and supporting other TAs and class teams Collaborating with peripatetic teachers Mentoring newly appointed TAs <p>Broadening Work With Pupils</p> <ul style="list-style-type: none"> Taking responsibility for a group of pupils on an off-site visit Supporting across a wide age and ability range Reflecting on feedback from pupils and other staff Leading a group of pupils and staff to present at an assembly, play, etc. Evaluating pupils work Mentoring an individual pupil Identifying needs for developing extended school activities and leading and organising solutions (after-school club, etc.)
<p>Essential Qualifications</p>		<p>Training Opportunities</p>
<ul style="list-style-type: none"> Safeguarding Level 1 Literacy and numeracy e.g. Key Skills level 2 Team Teach (Positive Handling) First aid training ICT specific training (Clicker 6, ActiveInspire, Smartboard, MS Office, Communicate In Print, 		<ul style="list-style-type: none"> Level 2 NVQ/VQ for Teaching Assistants Level 3 Advanced Support Work in School British Sign Language (BSL) Area/activity specific training Training in the relevant learning strategies

This school is committed to safeguarding and promoting the welfare of children and young people. Everybody who works for the school is expected to share and promote this commitment and to have, or acquire, the relevant abilities, skills and knowledge to carry it out.