

# Job Description

## POST:

**Teaching Assistant/ Supporting Speech and Language and English as an additional language  
2 days per week  
(Fixed term until 21<sup>st</sup> July 2022)**

## ACCOUNTABLE TO:

**Phase Leader and class teacher**

## GRADE:

**Scale 5 (12-18) (Outer London)  
£25,137-£27,978 FTE**

## KEY RELATIONSHIPS:

Academy Leadership Team; relevant teaching and support staff; Oasis Community Learning; LA representatives; partner professionals; parents; local community; other Oasis Academies.

## LOCATION:

Oasis Academy Pinewood  
Thistledene Avenue  
RM5 2TX

## JOB PURPOSE:

The Teaching Assistant is a member of a team of practitioners responsible for the education and care of the children in the school. They are involved in contributing to the teaching and learning programme in accordance with the ethos, aims and objectives of the school.

The teachers and the teaching assistant work as a team - being 'partners' in supporting the pupils' access to learning and their specific needs – physical, behavioural, medical and mental health. The teaching assistant is not based in a specific class or classes but will be focused on supporting with speech and language and English as an additional language across the school.

The Teaching Assistant works under the direction of the deputy principal.

The Teaching Assistant may also be required to supervise children during playtime or lunchtime.

## SPECIFIC RESPONSIBILITIES:

### **Support for the wider school:**

- attend meetings, including meetings of the school/ department/ team, where appropriate
- help teachers, therapists and other professionals with assessments, tests and examinations
- share information and expertise, which could benefit other team members in their work
- provide information to support pupil progress including information for pupil records, reports, Individual Education Plans and annual reviews
- actively encourage the development of positive relationships and promote confidence about the care and education of their children during contact and communications with parents, passing on any information given by parents to the appropriate staff member within the school
- follow all school and OCL policies and the ethos and 9 Habits at all times
- provide praise and encouragement to pupils to recognise and promote positive pupil behaviour in accordance with school and OCL policies
- where necessary, provide guidance to children about their behaviour to maintain a positive learning environment
- report uncharacteristic behaviour patterns in individual pupils and incidents of inappropriate behaviour to the class teacher
- assist with the supervision of pupils during break time or lunch time
- be responsible for first aid (after training) in the event of accident or injury and the completion of appropriate documentation

- undertake specific health and safety training relevant to pupil needs (which may include for example, manual handling, restraint, food hygiene and risk assessments)
- take appropriate action to identify, analyse and minimise any risks to health, safety and security in the immediate working environment
- provide direction to pupils about their behaviour and mental health within the agreed framework of school and OCL

### **Speech and Language:**

- attend regular SALT meetings with school SENCO and provide updates to relevant staff on progress of specific children and groups
- support other TAs and or LSAs in setting up groups and resources for speech and language
- assess children using speech and language link and share results to relevant staff then providing resources and advice for teaching staff where necessary
- liaise with SENCO, EYFS TA for speech and language and the school speech and language therapist
- disseminate information from speech and language reports to staff, provide support and resources
- advise on speech and language intervention groups that need setting up (working closely with SENCO) and running these interventions where necessary

### **English as an Additional Language:**

- prepare resources to support EAL learners
- keep up to date with relevant resources, training and research
- liaise with LA advisory teacher for EAL and inclusion lead
- support and advise staff on how to meet EAL learners' needs
- work with individuals and small groups of children to provide EAL interventions

### **Arrangements for appraisal of performance:**

Participate in the school induction process and, thereafter, the annual performance review.

### **Notes:**

The school expects all staff to be flexible. This means that a Teaching Assistant can be expected to carry out duties that are not specified in this job description but that are within the scope of the responsibilities of the post.

This job description will be reviewed after one year and any review will include discussion with the postholder.

The person undertaking this role is expected to work within the policies, ethos and aims of the Academy and to carry out such other duties as may reasonably be assigned by the Principal. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions, including extra-curricular activities, are fulfilled through direct dialogue with employees, contractors and community members.

All staff take an active role in the Academy's care and guidance of students.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

# Person Specification

	Essential	Desirable
<b>Qualifications and Experience</b>	<ul style="list-style-type: none"><li>• Willingness and motivation to develop own skills and undertake training (eg, the DfES teaching assistant induction programme)</li></ul>	<ul style="list-style-type: none"><li>• Willingness to work towards N/SVQ Level 2 in Teaching Assistance or equivalent qualification</li><li>• To have worked on a voluntary or paid basis with children</li></ul>
<b>Skills and Ability</b>	<ul style="list-style-type: none"><li>• Ability to communicate and interact with children and young people</li><li>• Awareness of the need to act as a role model and ability to deal with a range of situations in mature and sensitive manner</li><li>• Ability to understand educational programmes and work to them with reference to a teacher</li><li>• Ability to work with groups of children and keep them on task and motivated</li><li>• Awareness of sensitive information and the need for confidentiality</li><li>• Ability to deal with pupils' physical, medical emotional and behavioural needs as well as provide individual support as appropriate</li><li>• Ability to work as a member of a team and follow the teacher's directions</li><li>• Ability to demonstrate respect for children and be able to listen to their views</li></ul>	

<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• A thorough knowledge and understanding of how children learn, develop and progress through life stages and events including Adverse Childhood Experiences</li> <li>• How IT can be used effectively to motivate children to learn and enhance curriculum provision</li> <li>• How to plan, deliver, monitor and evaluate lessons and learning as part of the school curriculum</li> <li>• How to monitor, record and extrapolate relevant information to evaluate pupil progress and development and report to parents, governors and other professionals and agencies</li> <li>• Knowledge about the importance of health and safety and the role of the individual in promoting and safeguarding the welfare of the pupil</li> <li>• Equalities and inclusion policies and how these are implemented in schools</li> </ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Commitment to safeguarding and promoting the wellbeing of children and young people</li> <li>• The skills and attitudes needed for working as part of a team</li> <li>• Motivation to work with children and young people</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>• A passion for ensuring all children and young people achieve to the best of their abilities</li> <li>• Emotional resilience in working with children with a range of needs and a full commitment to inclusion on all levels</li> <li>• Have a willingness to demonstrate commitment to the values and behaviours of our school and of Oasis</li> </ul>	