

Chapmanslade School
Teaching Assistant Grade D
Job Description

Main Job Purpose

1. Under the direction of the class teacher, to support pupils to access learning.
2. Under the direction of the School Business Manager, to secure the safety, welfare and good conduct of pupils during the midday break period in accordance with the practices and procedures of the school.

Main Duties

1.	<p>Supporting pupils' learning, either in groups or through 1:1 work. The exact tasks will depend on the learning support needs of the pupil/s but may include:</p> <ul style="list-style-type: none"> * clarifying and explaining instructions * ensuring pupils are able to use equipment and materials provided * motivating and supporting pupils * assisting with eg language, reading, spelling, handwriting, presentation * helping pupils to concentrate on and finish work set * meeting physical needs as required while promoting independence * liaising with class teacher and Special Educational Needs Co-ordinator * as specified by the Teacher, developing appropriate resources to support pupils
2.	<p>Supporting pupils' self-esteem, inclusion and behavioural development, e.g.</p> <ul style="list-style-type: none"> * encouraging an acceptance and inclusion of the pupil with special needs * developing methods of promoting/reinforcing the pupil's self esteem and independence * providing individual supervision for pupils with behavioural problems * establishing a supportive relationship with pupils * reinforcing the school ethos, e.g. expectations of behaviour within class and elsewhere on the school site * supervising pupils on outings, school activities
3.	<p>Provide physical/personal care to pupils where required, e.g.</p> <ul style="list-style-type: none"> * helping with dressing/toileting * undertaking physiotherapy and speech therapy exercises following instruction and advice from a qualified therapist
4.	<p>Supporting the Teacher/s, e.g.</p> <ul style="list-style-type: none"> * As directed by the Teacher, adapting and interpreting lessons and instructions to pupils * In conjunction with the class teacher (and other professionals as appropriate) to develop system/s of recording pupil progress and contribute to the maintenance of this record * Providing regular feedback about pupils to the Teacher/s.

5.	<p>Supporting the curriculum</p> <p>Support the delivery of English and Mathematics along with other aspects of the National Curriculum and the enhanced curriculum offered by the school.</p>
6.	<p>Supporting the school, including at lunchtime e.g.</p> <ul style="list-style-type: none"> * undertaking administrative tasks linked to the participation of pupils and parents in school life * assisting with setting up, storing and retrieving and general maintenance of classroom equipment and teaching aids, e.g. computers and computer software, resources, indoor and outdoor play equipment, photographic equipment etc * assisting with the setting up, cleaning of, and storing of tables and chairs in the dining room * helping to ensure the hygiene of the teaching environment in cases of sickness or soiling * helping to ensure the hygiene of the dining room / kitchen environment in cases of food spillage including sweeping and mopping the floor, loading and emptying of the dishwasher as necessary * administering minor First Aid, entering incidents in the accident book and informing class teachers of pupil illness or accident in line with school procedures * informing the senior leadership team of any strangers, visitors or potential hazards on the school site * supervision of pupils, either in the lunch hall or other areas in the school, whilst they are eating lunch or taking part in lunchtime activities
10.	<p>Continued Professional Development</p> <ul style="list-style-type: none"> * Attend in-service training when required * Participate in appraisal meetings and other general meetings when requested
11.	<p>Support the Head Teacher</p> <p>Support the aims, ethos and values of the school. Set a good example to pupils. Help pupils to follow all school procedures in line with school policy.</p>

Supervision and Management

The job holder has no regular supervisory responsibility for staff but assists in work familiarisation of peers and new recruits.

Creativity and Innovation (i.e. Problem Solving)

The job holder works within school procedures, policies and approved methods and under the supervision of the Head Teacher / Classroom Teacher / School Business Manager as relevant to the task.

Key Contacts And Relationships

The jobholder has extensive contact with pupils, which involves mentoring, motivating and imparting skills and/or knowledge. Information is exchanged with Teachers and other school staff, school management, parents/carers and at times representatives of other Agencies e.g. Health, Social Care.

All staff are expected to maintain and promote positive working relationships throughout the school.

Decision Making

The jobholder is expected to follow school policies (eg Behaviour Policy), procedures (eg First Aid) and plans made by the Classroom Teacher.

Resources

The jobholder is expected to use school resources appropriately and with care, but is not personally accountable for their overall security.

Working Environment

The jobholder is mainly based in a classroom setting and there is regular background noise. The work involves some crouching, stretching, or working in other constrained or awkward positions e.g. when dealing with pupils. There may be the need to deal with body fluids when giving personal care to pupils.

The jobholder will be required to stand and walk when on lunch duty. Manual handling of tables and/or equipment is involved. Some of the work is undertaken outside. There is background noise from pupils.

The jobholder is dealing with pupils and may also come into contact with parents or other visitors to the school.

Knowledge and Skills

New entrants may not be required to have any background in Learning Support work but must have good general skills at dealing with children/young people and have the ability, through an extended induction period, to learn and apply learning support techniques. By the time the jobholder is fully competent in the job he/she will be operating at NVQ 2 (or equivalent) level with an understanding of different learning support needs and ways of meeting these.