



Darell Primary and Nursery School

Job Description

SRP TEACHING ASSISTANT

HOURS OF DUTY:	32.5 hours per week / 39 weeks 830-330
Grade:	Scale 4 point 7-10 salary £22,995-24,258 pro-rata / £17,646 - £18,616 actual
Reports to:	SRP Lead teacher and SENCO
Contract:	Fixed term 12 months with the opportunity to extend

Purpose of the Job:

To work under the instruction and guidance of teaching and senior staff to undertake a support program, to enable access to learning for pupils within a Special Resource Provision learning environment. Learning will be carried out both inside the classroom and in the outdoor classroom.

Duties and Responsibilities:

Teaching and learning support

- To be an active and effective member of the SRP team.
- Support learning for pupils placed in the provision, under the direction of a specialist teacher, the SENCO or class/subject teacher.
- Develop a good understanding of the specific needs of pupils placed in the specialist resourced provision, including their individual targets.
- Support pupils' learning in the provision and their mainstream classrooms so that they improve in independence, progress and attainment.
- Help pupils develop their personal, emotional, and social skills, implementing behaviour support plans and delivering pastoral care as agreed with the SRP team.
- Develop supportive relationships with pupils and individualised approaches.
- Maintain an appropriate learning environment to meet the needs of pupils placed in the SRP.
- Support the production and organisation of resources within the SRP in order to promote quality and independent learning
- Understand the personal, social and emotional needs of pupils and their impact on behavioural challenges.

- Provide supportive feedback to pupils under the guidance of the SRP team lead/SENCO or teacher.
- Provide personal care (e.g. toileting, nappy changing, dressing and feeding, medication) as required.

Support for Teachers

- Have a sound knowledge and/or experience of the EYFS/KS1/KS2 curriculum
- Use strategies, in liaison with the teacher, to support pupils to achieve their outcomes
- Assist with the planning and implementation of learning activities
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed
- Establish positive and constructive relationships with parents and carers
- Carry out observations and assessments of children
- Support children and groups within the environment including taking small groups – e.g. phonics, circle times and focused activity learning
- Duties may include helping with toileting and changing as the need arises

Support for Children

- Develop a positive and supportive relationship with pupils
- Be aware of the differing needs of pupils
- Provide individualized support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher

Support for the Curriculum

- Undertake structured and agreed learning activities/teaching programs, adjusting activities according to pupil responses
- Undertake programs of intervention, recording achievement and progress and feeding back to the teacher
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use
- Assist in the display and presentation of learning cues and pupils work inside and outside of the classroom environment as required

Support for the School

- Undertake training and CPD as required
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunch time as required
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
- Be a role model for pupils and colleagues in terms of behaviour and attitude
- Be punctual and professional at all times
- Maintain confidentiality, comply with policies and procedures relating to child protection, health, safety, welfare, security, confidentiality and data protection, reporting any concerns to the appropriate person
- Actively support the school and borough equal opportunity policies and ensure that all pupils have an equal access to opportunities to learn and develop

Personal Specification – TA

Education and training

Educated to at least GCSE grade C standard or equivalent in English and Mathematics	essential
Educated to A level or similar level 3 qualification such a higher national diploma	essential
Additional qualifications and/or training in relevant fields of SEN	essential
Experience of supporting SEN pupils within a mainstream or specialist setting	essential
Experience of delivering support in the context of the EYFS and national curriculum/KS1/KS2 syllabus	essential
Experience of delivering support in the context of alternative curricula relevant to pupils with SEND	desirable

Teaching and assessment

Outstanding teaching assistant	essential
Commitment to a child centred and collaborative working approach	essential
Ability to keep accurate records	essential
Experience of contributing to assessment for pupils with SEN and disability	desirable
Ability to work under the direction of teachers in implementing and reviewing personalised learning programmes	essential
Experience of working in multiprofessional teaching teams	desirable
Experience of supporting pupils in the context of test/exam access arrangements	desirable
Ability to build and maintain good rapport with children; being creative, playful and dynamic	essential

Skills, attitudes and abilities

A commitment to inclusion for pupils with SEND	essential
Commitment to pupil voice in co production	essential
Commitment to parent voice in co production	essential
Willingness to learn and develop professionally	essential
Ability to communicate clearly with a variety of professional and stakeholder groups including families.	essential
Ability to function effectively as part of a team	essential
IT literate	desirable

Professional characteristics

Be fully aware of the principles of safeguarding as they apply to this role and setting.	essential
Willingness to work flexibly in the context of a provision in a mainstream school	essential
Good organizational skills including time management	essential
Be self motivated, responsible and resilient.	essential
Effective communication skills both orally and in writing.	essential
Awareness of confidentiality issues	essential
Genuine care for the social and emotional needs of pupils	essential
Ability to self evaluate, reflect and improve.	essential