



## Arbour Vale School Job Description

**Title:** Specialist Teaching Assistant

**Grade:** 4

### Relationships

Responsible to: Principal and the Senior Leadership Team/Classroom Teacher/ HLTA.

Responsible for: Sharing good practice and assisting with the mentoring of new Specialist Teaching Assistants or volunteers.

Important Internal Relationships: Governors, Principal, Teaching and Support staff at the School, Pupils.

Important External Relationships: Parents, Visitors to the School, Police & Support Agencies, Local Authority

### Main Purpose of the Job

- To work under the general instruction and guidance of teaching or senior staff to support all teaching and learning activities in the classroom.
- To deal with personal care needs of pupils, following laid down school procedures.
- To provide appropriate medical interventions eg: First Aid, Emergency medications.
- To follow general instructions and guidance to fully support all teaching and learning activities in the classroom.
- To provide general support to the Class Teacher in the management and organisation of the pupils and the classroom, creating and maintaining a supportive educational environment.
- To positively support the ethos of the school, and be aware of and work within the Code of Conduct, school policies and guidelines at all times.
- To actively participate within the whole school team, develop good relationships and promote harmony in the school.

### Main Responsibilities:

- Follow instructions and guidance from the Classroom Teacher to provide support for pupils reinforcing their learning and ensuring their understanding.
- To follow the guidelines for individual support, care needs and medical interventions (including but not exclusively gastro feeding, administering drugs) undertaking any required training.
- To ensure pupils are moved according to their written manual handling care plans, raising any concern with the Moving and Handling Advisor.
- To prepare classrooms/corridors to the standard as directed by the class teacher.
- To engage with pupils during lesson and break times, promoting their independence and communication as outlined in the School's curriculum aims and pupils' Individual Education Plans. Develop positive activities for the pupils and establish constructive relationships with them.
- To encourage pupils to interact and work co-operatively with others and engage in all activities.
- To promote positive values, attitudes and good pupil behaviour in line with the school's policy and encourage pupils to take responsibility for their own actions.
- To promote independence and employ strategies to encourage self-reliance and increased self-esteem.

- To contribute to the health and wellbeing of pupils.
- Be aware of, support diversity, and ensure all pupils have equal access to opportunities to learn and develop.
- To take part in other curricular activities (including but not exclusively swimming and school trips, loading minibus where appropriate).
- To follow written individual therapy programmes under the guidance of the therapists in the school. (Including but not exclusively Physio, SALT, OT and specialist feeding programmes).
- In consultation with the Class Teacher, establish constructive relationships with parents/carers, maintaining a professional relationship at all times.
- To promote positive values, attitudes and good pupil behaviour in line with the School's policy and encourage pupils to take responsibility for their own actions.
- Provide general clerical support to the Teacher, e.g. photocopying, filing, laminating, collecting money etc.
- To have basic ICT skills promoting the use of ICT in learning activities.
- Prepare the classroom for lessons ensuring that resources are in place and cleared away at the end of the session as appropriate.
- Attend training as directed and incorporate learning within work, demonstrating good practice to other staff.
- To be responsible for promoting and safeguarding the welfare of children. Reporting any concerns to a senior member of staff.
- Follow the Health and Safety procedures to ensure the safety of pupils and staff.

#### **Other requirements of the post**

- Staff are expected to participate in all aspects of the curriculum and school life including but not exclusive to swimming LOTC Activities, Residential (unless exceptional circumstances and/or certified medical reasons are provided to the governing body).
- No annual leave to be taken during term time.
- Reading and being aware of all details in the School Handbook; to understand and follow the principles set out in The Aims of the School and the Code of Conduct e.g. Attendance Procedures, Mobile Phone Statement, Social Media Policy.
- Understanding and working in accordance with the Royal Borough of Kingston Equal Opportunities, Health & Safety and other relevant policies.
- Undertaking other duties as required by the Teacher, which are considered commensurate with the job purpose and grading.
- Attending appropriate training.
- Maintaining a professional relationship with other members of the team.
- Sharing the authority's commitment in safeguarding and promoting the welfare of children and young people.
- Maintaining confidentiality at all times.

#### **Training can include :**

- Attending all whole school INSET days/twilight sessions.
- Attending RBK/AfC Health & Safety training courses related to the role.
- Attending external training courses, which relate directly to the role.

#### **Whole school responsibilities**

- Participate in the performance management process agreed in school.
- To play a full and active part in the life of the whole school, including outside activities.

**Signatures:**

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition. The job description is current at the date below, but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in job requirements, which are commensurate with the job title and grade in line with the School's changing needs.

Signed \_\_\_\_\_ Date \_\_\_\_\_  
(Print name: \_\_\_\_\_ – SLT member)

Signed \_\_\_\_\_ Date \_\_\_\_\_  
(Print name: \_\_\_\_\_ - Specialist Teaching Assistant)

## LEARNING SUPPORT ASSISTANT PERSON SPECIFICATION (GRADE C)

| Essential  | Desirable  |
|--|--|
| <b>Qualifications</b>  |  |
| Good numeracy and literacy skills  | GCSE grade A – C or equivalent in Literacy and Numeracy  |
|  | Makaton or other sign language   |
|  | Childcare qualification  |
|  | ICT qualification  |
|  | Training in relevant learning strategies – literacy, TEACCH  |
|  | First Aid qualification  |
| <b>Experience/Knowledge</b>  |  |
| Proven successful experience of working or caring with children in an educational setting  | Experience of working with children with disabilities  |
| Experience of working with children  | Have an understanding of the importance of lesson planning, IEPs and learning objectives to contribute to learning |
| Basic understanding of child development   | Knowledge of Foundation and National Curriculum levels and P levels  |
| Understanding of and commitment to work within the scope of the school's equal opportunities policy  | NVQ or equivalent qualification in relevant area   |
| Basic ICT Skills   | Knowledge and understanding of the importance of the Health and Safety in schools                                  |
|  |  |
| <b>Skills and abilities</b>  |  |
| Ability to work constructively as part of a team understanding classroom roles and responsibilities and your own position within those responsibilities. | Ability to provide artistic or creative input  |
| Ability to communication effectively with a range of people.   | Able to organise and deliver classroom activities  |
| Good listening skills and the ability to follow instructions   | Able to implement a range of Teaching and Learning strategies  |
| Well organised and practical, calm under pressure  | General understanding of national/foundation stage curriculum and other basic learning programmes/strategies       |
| Adaptable and flexible approach to work  | Understanding of relevant policies/codes of practice and awareness of relevant legislation                         |
| Willingness and ability to learn new skills in relation to SEN including medical and personal care needs; the ability to evaluate own learning needs.    | Effective use of ICT to support learning.  |
| Able to form, relate and maintain appropriate professional relationships and boundaries with children and parents  | Use of other equipment technology  |
|  | Ability to diffuse conflict  |
| <b>Additional Factors</b>  |  |
| Commitment to promoting and safeguarding the welfare of children   | Ability to monitor and evaluate pupil performance  |
| Have a caring and positive nature  |  |
| Prompt and reliable approach to work   |  |
| Work in line with the school's behaviour policy  |  |
| Willingness to attend and participate in meetings to review pupil progress   |  |
| Prepared to undergo training appropriate to the post   |  |

