

**St. Helen’s Primary School – Job Description**

**INCLUSION TEACHING ASSISTANT**

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| **Name** |  |
| **Post Title** | **JOB ID;** TA5  Teaching Assistant Band 5  Classroom Assistant, Teaching Assistant, Learning Assistant, Inclusion Assistant |
| **Main purpose of the job** | To work with teachers to support teaching and learning by working with individuals and/or small groups of pupils, adjusting activities within set parameters under the direction, guidance and supervision of teaching staff, SENDCo and Inclusion/Nurture Leader. n.b. roles at this level do not deliver ‘specified work’ as defined by the Education Act 2002 |
| **Key Responsibilities** | |
|  | **To provide teaching and learning support to individuals and/or groups of pupils in the learning environment.**  **Working under the direct supervision and guidance of a teacher:**   * Assisting in the preparation of work and other activities for pupils in accordance with objectives set by teaching staff, Inclusion leader and SENDCo linked to ‘Nurture/Inclusive Provision’ * Implement planned learning activities as Inclusion Leader, adjusting activities within set parameters according to the pupils responses – SEMH * Participate in the evaluation of learning activities with line manager, colleagues and well-being team, providing feedback. * Working with individual pupils and/or groups of pupils on targets and assisting pupils to meet learning objectives * Provide feedback to pupils in relation to SEMH and attainment and progress under the guidance of line manager * Support pupils in SEMH and any other area of an additional need * Within defined parameters and guidelines, share information concerning pupils with staff, parents/carers/guardians, internal and external agencies as appropriate. * Support independent learning and the inclusion of all pupils * Support the raising of educational aspiration in all pupil/parent contact * Assist in the creation of individual development plans as required * Support the work of volunteers and other support staff in the setting * Select, prepare and clear up materials used in the learning environment * It is an expectation of the role that jobholders will engage with all pupils as directed by the school in line with the overall goals of the school and the needs of all pupils * Promote high standards of behaviour, deploy effective de-escalation strategies and where necessary, exercise appropriate physical intervention * Engage in the supervision of pupils in school and out of school (Promoting and modelling play during Breaktimes and Lunchtimes)   **Teaching Assistants in this role may also;**   * Record basic pupil data * Support children’s learning through play * Assist with break-time supervision including facilitating games and activities * Assist with escorting pupils on educational visits * Invigilate exams and tests * Assist pupils with eating, dressing and hygiene as required while encouraging independence * Work with individual pupils with special educational needs * Work with pupils for whom English is not their first language * Monitor and manage stock and supplies for the classroom |
| **Indicative knowledge, skills and experience** | * Working at or towards national occupational standards (NOS) in supporting Teaching and Learning (core and relevant optional units as required reflected in the NVQ2 and Level 2 Certificate in Supporting Teaching and Learning on the Qualification and Credit Framework (QCF) framework or equivalent experience. * Experience of working in a school environment and supporting pupils with additional needs   Awareness of policy, procedures and legislation relating to child protection and health and safety |
| **Professional Standards for Teaching and Learning Support Staff** | **All Support Staff engaged in teaching and learning should adhere to, and uphold, the following standards;**  **Personal and professional conduct**   * Uphold the ethos, policies and practices of the school * Through positive attitude, values and behaviours, develop and sustain effective relationships within the school family * Have due regard for the need to safeguard pupil well-being by following relevant statutory guidance in addition to school policy and practice * Recognise differences and respect cultural diversity * Ongoing commitment to practice development through self-evaluation and awareness   **Knowledge and understanding**   * Be willing to acquire the appropriate skills/qualifications/experience required for the role * Demonstrate expertise and skill in understanding the needs of all pupils, and know how to adapt and deliver support to meet individual needs setting high expectations in doing so. * Increase personal effectiveness in the setting through reflective practice and ongoing CPD ensuring that knowledge and understanding are current in doing so * Support teachers and pupils in achieving positive outcomes through the maintenance of a level of subject and curriculum knowledge relevant to the role * Understand the role and responsibilities within the learning setting and whole school context in the knowledge that those responsibilities extend beyond a direct support role   **Teaching and learning**   * Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase levels of pupil achievement * Promote, support and facilitate inclusion by encouraging participation of all pupils in all learning and extra-curricular activities * In line with school policy and procedure, consistently apply effective behaviour management strategies * Contribute to effective assessment and planning by monitoring, recording and reporting pupil progress * Communicate effectively and sensitively with pupils to adapt to their needs and support their learning * Through organising and managing physical learning space and resources, support the maintenance of a stimulating and safe learning environment   **Working with others**   * Through effective liaison, communication and partnership working, recognise, value and respect the role and contribution of other professionals, parents and carers * Keep other professionals accurately informed of progress or concerns they may have about pupils that they work with * Through an appreciation of the role and responsibilities, work in partnership with classroom teachers and colleagues by ensuring that their knowledge is able to inform planning and decision making * Communicate specialist understanding to other school staff and education professionals to facilitate consistent decision making on intervention and provision |
| **School Ethos** | * Be aware of and support difference and ensure equal opportunities for all * Contribute to the overall ethos/work/aims of the school. * Develop constructive relationships and communicate with other agencies/professionals where appropriate to the role. * Attending meetings and liaising and communicating with colleagues in school and parents/carers. * Share expertise and skills with others. * Participate in training and other learning activities and performance development as required. * Recognise own strengths and areas of expertise and use these to advise and support others. * Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory. * To be aware of requirements in respect of confidentiality, child protection procedures, health and safety, behaviour management, equal opportunities, special educational needs and other policies of the governing body and/or local education authority. * As and when required as directed by teaching staff, to escort pupils home with an appropriate colleague. * Be an effective role model for pupils by demonstrating and promoting the positive values, attitudes and behaviour expected from pupils.   Carrying out tasks for the domestic care and general welfare of pupils in respect of toileting, at meal times and changing using specialist equipment where necessary. |

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| **Agreed: Date:**  **Signed: ---------------------------------------------------- Post Holder**  **Signed:----------------------------------------------------- Headteacher**  *The work of the school changes and develops continuously which in turn requires staff to adapt and adjust. Whilst the main duties and responsibilities of the post are set out above, the job description is not an exhaustive list of tasks and each individual task to be undertaken has not been identified. The duties and responsibilities above should not therefore be regarded as immutable but may change in line with national prescription, terms and conditions of employment and/or any relevant school improvement priorities set from time to time. Any major changes will involve discussion and consultation with you.* |