

Campsbourne School



TEACHING ASSISTANT: (Scale 4)

Main Purpose of the Job:

To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils; to implement agreed work programmes with individuals / groups; to encourage pupils to become independent learners; to provide support for their welfare and to support the inclusion of pupils in all aspects of school life.

To supervise pupils, during the lunch period, in dining hall, playground areas and school premises, ensuring the safety, welfare, physical and mental well-being of pupils and the maintenance of good order and discipline.

Designation of Supervisor: Deputy Head Teacher (Inclusion)

Support for Pupils:

- Use specialist skills/training/experience to support pupils in a one to one capacity or in small groups both within the classroom and outside.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Promote the inclusion, access and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual physical, emotional and learning needs.
- Encourage pupils to interact and work cooperatively with staff and peers and engage all pupils in activities.
- Awareness of basic medical background/disability of the pupils and give regular or occasional treatment or medication, with the written consent of parents and in accordance with the school policy on supporting pupils with medical needs.
- Provide support with toileting for children who are not toilet trained.
- Assist pupils with disabilities to put on or use equipment/aids properly and to check and report that such equipment is functioning correctly to the Assistant Head Teacher (Inclusion).
- Assist pupils in the swimming pool under the supervision of the Swimming Instructor.
- Work closely with inter-disciplinary team attending the school e.g. physiotherapists, speech therapists, occupational therapists, dietician etc and to carry out programmes as prescribed and reviewed by such professional staff.
- Promote independence and employ strategies to recognise and reward achievement or self-reliance.
- Provide feedback to pupils in relation to progress and achievement.

Support for the Teacher:

- Work with the teacher to establish an appropriate learning environment.
- At the direction of the class teacher, to manage learning activities including homework, prepare resources and implement strategies for teaching and learning assessment including SATS.
- Support the teaching of the National Curriculum e.g. by delivering the curriculum to groups of pupils, and assist pupils to assess the full curriculum. Be familiar with lesson plans IEP targets and learning objectives.
- Observe pupil performance and using the systems in place in the school / class provide the teacher with feedback on pupil progress in relation to provision.
- To take responsibility for mounting and displaying children's work.
- Attend annual reviews/IEP meetings/Inter-disciplinary meetings as appropriate.
- Work within an established behaviour and restraint policy to anticipate and manage behaviour constructively, promoting communication, self control, independence and emotional wellbeing.

- Support the role of parents/carers in pupils' learning and contribute to meetings with parents/carers to provide constructive feedback on pupil progress/achievement or other matters.
- Provide general clerical/admin support e.g. producing worksheets for agreed activities etc.

Support for the Curriculum

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- Implement local and national learning strategies e.g. literacy, numeracy, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Help pupils to access learning activities through specialist support, including physiotherapy, speech and language therapy, occupational therapy, paediatric dietetics.
- Help and assist pupils in acquiring self-help and independence skills in feeding, changing, washing and toileting and to help them develop an awareness of personal hygiene.
- Determine the need for, prepare and maintain general and specialist equipment and resources taking account of pupils' interests, communication and cultural backgrounds.

Support for the School

- To be aware of Child Protection issues, identifying and monitoring suspected child abuse and children at risk, report to the designated Child Protection Officer.
- Be aware of and comply with policies and procedures of the school and those specifically related to child protection, health, safety and security, behaviour and restraint, confidentiality and data protection, reporting all concerns to the appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professions, in liaison with the teacher, to support achievement and progress of pupils.
- Attend and participate in regular meetings.
- Participate in the agreed Performance Management Policy for Support Staff and undertake training and other learning activities as required.
- Undertake planned supervision of pupils' out of school hours learning activities.
- Supervise pupils on visits, trips and out of school activities as required.
- Support pupils during playtimes and lunchtimes.

Dining Hall duties

- Before pupils enter the dining hall, to ensure that pupils have visited the toilet and washed their hands where appropriate.
- If a pupil has messed him/herself, wash child and change clothing where appropriate and in accordance with the Council's infection control procedures.
- To organise dinner queue and entrance of pupils into dining hall and from dining hall to playground; ensuring good behaviour and calm atmosphere. To deal with any bullying/fighting that may occur using own judgement (to intervene or call for assistance), report incidents to Head Teacher/Senior SMSA according to severity of incident.
- To direct pupils to seats; decide on seating arrangements, and separate problem pupils where necessary.
- To encourage pupils to eat (including those with packed lunches) especially those with special needs or disabilities and to assist children with cutting up food where necessary.

- To encourage social skills and good table manners, ensuring safety with knives and forks; to assist in pouring gravy or water where appropriate and to organise scraping and stacking of dinner plates/beakers and ensure cutlery is not thrown into food waste bucket if, or as required by the Headteacher.
- To clean up spillages when food is spilt or dropped where such spillages are hazardous to pupils/staff.
- To deal with body spillages in the dining hall in accordance with the Council's infection control procedures, to change clothing and wash pupil if necessary and to ensure that pupil goes to medical room.

To have shared responsibility with other SMSA's and/or teachers for the maintenance of order and discipline in the dining hall.

Playground duties

- Where appropriate, to collect pupils from classroom if going straight into playground, and to ensure that they are adequately dressed for the prevailing weather conditions where necessary.
- To supervise and control entrance to school during the lunch break to ensure children do not leave the playground. Check on any strangers who may enter the school premises, be observant of any loiterers and report to Headteacher/Senior SMSA.
- To direct pupils to playground and supervise their activities. To monitor the behaviour of pupils in the playground, ensuring their safety and wellbeing, providing emotional support where necessary.
- To prevent bullying, counsel children, be aware of changes in friendships, encourage socialising, play etc. and occasionally participate in games.
- To discourage any dangerous activities. To deal with any bullying/fighting that may occur using own judgement (to intervene or call for assistance), reporting incidents to Head Teacher/Senior SMSA according to severity of incident.
- To report any bad behaviour, assaults, carrying of weapons by pupils or theft of belongings which may occur during the lunch break to the Headteacher/Senior SMSA.
- To ensure that pupils who leave the school site have permission to do so (only if required by the Headteacher/Senior SMSA).

Other duties

- To be aware of Child Protection issues, identifying and monitoring suspected child abuse and children at risk, report to the designated Child Protection Officer.
- To actively comply with and promote policies and procedures of the school and those specifically related to child protection, health, safety and security, behaviour and restraint, confidentiality and data protection, reporting all concerns to the appropriate person.
- To lock and secure classrooms which contain personal belongings of staff and pupils.
- To supervise and control pupils on the school premises (hall and classrooms etc); movement of pupils on stairs and through corridors, when they are not allowed outside in inclement weather.
- In inclement weather the decision as to whether the SMSAs take the pupils into the playground or stay inside will be made following consultation between the Headteacher and SMSAs. As a general rule, SMSAs will not take pupils into the playground if it is raining, snowing, foggy or extremely cold.
- To be aware of the cultural differences of pupils and of the Council's policies on equal opportunities, especially with regard to racism and sexism. To deal with any incidents of racism and sexism in accordance with the Council's policy and any agreed procedures within the school.
- To check toilet areas regularly for signs of pupils smoking/vandalism/blockage of toilets and wash basins and to ensure pupils are not loitering or playing in toilet areas. To report any damage or blockages to Caretaking staff.
- To report any incidents of body spillages outside dining hall to the Senior SMSA/Headteacher.
- To ensure that all pupils who suffer any injury/accident are dealt with appropriately in accordance with the school's agreed procedures.
- To undertake such other duties consistent with the purpose of the job and/or main activities or duties.

To undertake any temporary duties consistent with the basic objectives and/or duties of the post. (See Local Conditions of Service. Appendix IX)

Person Specification:

Experience

- Experience of working with children of relevant age
- Experience of working with children with additional needs

Qualifications/Training

- Numeracy/literacy skills
- NVQ 3 or equivalent qualification or experience
- Training in the relevant strategies e.g. literacy/communication and/or particular curriculum or learning areas e.g. Makaton, BSL, ICT, therapeutic training e.g. physio/OT etc. Manual Handling training.
- Appropriate first aid/resuscitation training
- Appropriate training in the administration of medicines and medical needs such as epilepsy

Knowledge/Skills

- Can use ICT effectively to support learning
- Use of other equipment technology – video, digital camera, photocopier, DVD/video, manual handling equipment, soft play equipment
- Full working knowledge of relevant policies/codes or practice and awareness of relevant legislation especially child protection
- Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies
- Understanding of principles of child development and learning processes
- Ability to self-evaluate learning needs and actively seek learning opportunities
- Ability to relate well to children and adults
- Work constructively as part of a team, understanding classroom roles and responsibilities and their own position within these

Equal Opportunities

- Commitment to the implementation of the school's equal opportunities policy

Continuing Professional Development

- Willingness to undertake additional training/staff development as appropriate to address the special educational needs of the pupils e.g. manual handling, enteral feeding, alternative and augmentative communication (switches) and ICT.
- Ability to reflect on their own professional practice

Arrangements for Appraisal/review of performance

There is an annual appraisal/review cycle carried out by the line managers which seeks to acknowledge success, resolve problems and identify training/development needs.