

**SUPPORT STAFF
JOB DESCRIPTION**

ROLE TITLE	Teaching and Learning Support Assistant
CONTRACTED HOURS	37.83 hours per week (38 weeks)
LOCATION	Haverhill
GRADE / SCALE POINT – SALARY	Grade 3 SP 4-6
REPORTING TO	Headteacher

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

JOB PURPOSE

To work under the direction of the teacher, whether with the whole class, a small group or an individual pupil using some expertise and/or specialism. All duties will be carried out within recognised procedures or guidelines. The work will involve responding independently to some problems and situations although the post holder has access to a teacher for advice and guidance on unusual or difficult problems. This post does not carry a requirement to supervise others but the post holder may demonstrate tasks to new colleagues or give advice and guidance to others.

KEY TASKS & RESPONSIBILITIES

Support for pupils

- Undertake a range of tasks to support learning e.g. supporting literacy and numeracy.
- Work with pupils, either one-to-one or in small groups, who have identified learning differences making use of specialist skills as appropriate
- Look after sick/upset pupils and attend to physical needs. This may include support with feeding, and toileting, according to the needs of each pupil.
- Help pupils with their mobility
- Accompany pupils on trips away from school as agreed with the teacher
- Undertake first aid and administer medication in accordance with county guidelines

Support for the teacher

- Provide support for the teacher during lessons, e.g. through directed work, supervising groups of pupils whilst the teacher is carrying out other activities e.g. assessments
- Maintain record of pupil needs and progress
- Liaise with the LA and other agencies about specific pupils, as required by the teacher
- Assist teaching staff to ensure that the aims and objectives of the school are achieved

Support for the curriculum

- Undertake tasks which support the curriculum and assist with events organised as part of the curriculum
- Support implementation of Government initiatives under the direction of the teacher

Support for school

- Attend and contribute to appropriate SEN and other review meetings, if required by the Headteacher
- Teach whole class sessions to provide short term absence cover as appropriate, as directed by the Headteacher

The duties and responsibilities of any post may change from time to time, and post holders may be expected to carry out other work not explicitly mentioned above which is considered to be appropriate the existing level of responsibility vested in the post.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Actively contribute to and promote the overall ethos and values of the School and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the line manager or a member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
KNOWLEDGE		
Technical or Specialist	<ul style="list-style-type: none"> • Experience of working with pupils with severe and profound learning and communication difficulties • Knowledge and use of a range of equipment • Good knowledge of first aid and experience of administering medication in accordance with county guidelines • Recognised competence in literacy and/or numeracy 	<ul style="list-style-type: none"> • Broad awareness and understanding of medical conditions such as asthma, epilepsy etc • Awareness of health and safety procedures • Experience of one to one support, where appropriate
Literacy and Numeracy	<ul style="list-style-type: none"> • Recognised competence in literacy and/or numeracy • Ability to read and understand school policies and procedures relevant to area of work • Ability to complete reports such as incident report form, behaviour diary, progress report etc 	<ul style="list-style-type: none"> • NVQ3 or equivalent in related area
School Environment		<ul style="list-style-type: none"> • Knowledge of school policies and procedures
Research	<ul style="list-style-type: none"> • Assist teacher with information gathering and resources as appropriate 	
Problem Solving	<ul style="list-style-type: none"> • Ability to recognise and resolve or report problems 	
Creative Thinking/Developing New Ideas	<ul style="list-style-type: none"> • When supervising/ working with small groups of pupils the post holder must be able to adapt support given to pupils depending on age and/or ability • Assist teacher in creating a positive learning environment 	
Caring Skills	<ul style="list-style-type: none"> • Sensitivity to pupils' needs 	
Advising/Guiding Skills	<ul style="list-style-type: none"> • Advising and guiding pupils on the best way to handle situations, under the teacher's direction 	<ul style="list-style-type: none"> • Providing information and advice to other members of staff, or

	<ul style="list-style-type: none"> • Encouraging pupils to participate in or complete tasks • Providing basic advice to other Teaching Assistants 	
Verbal and written communications skills (including use of languages)	<ul style="list-style-type: none"> • Competent use of specialist communication skills • Ability to communicate clearly with pupils, some of whom have severe/profound special needs • Ability to encourage participation and give feedback to pupils • Attending and contributing to review and other meetings, as appropriate • Provide information to parents about the progress of their child, following discussion with the teacher • Ability to maintain appropriate level of confidentiality 	
Training and/or Presentation Skills	<ul style="list-style-type: none"> • Assist with the induction of new Teaching Assistants • Help pupils to use tools and equipment as required to support learning • Ability to write clear, simple instructions for pupils 	
Keyboard		<ul style="list-style-type: none"> • Ability to use keyboard and mouse required if supporting pupils using IT equipment
Other Skills	<ul style="list-style-type: none"> • Following appropriate training, ability to use medical equipment and/or administer emergency first aid • Use of guillotine, craft knives, glue guns etc when displaying work or assisting pupils in practical lessons 	
Level of Autonomy	<ul style="list-style-type: none"> • Although the majority of the work is covered by set policies and procedures, Teaching Assistants at this level will be 	

	<p>expected to use their initiative in supporting pupils</p> <ul style="list-style-type: none">• Able to work with small groups of pupils when carrying out specific tasks or on field trips etc• Able to supervise large numbers of pupils when on duty break/lunchtime• Able to make decisions on when to refer queries/problems to teaching staff or line manager• There are set procedures to follow in a medical emergency.	
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