



JOB DESCRIPTION

POST: Teaching Support Assistant
RESPONSIBLE TO: Headteacher/Line Manager
GRADE: SCALE 3
WORKING PATTERN: 39 weeks per year (Term time including INSET days)
32 hours per week

JOB PURPOSE:

To provide a warm, welcoming and safe environment and ensure a high quality of physical, emotional, social and intellectual provision is made for all children.

RESPONSIBILITIES:

1. To assist the teacher in the education process by working directly with children in the classroom, including participating in relevant curriculum planning, training, and learning activities, as appropriate.
2. To ensure that a high quality learning environment is maintained for children.
3. To ensure the care and welfare of children including those with special educational needs, under the direction of the Headteacher or a designated teacher.
4. To assist the teacher in maintaining a safe environment, through ensuring adequate supervision and discipline of pupils.
5. To establish and maintain appropriate contact with parents, specialist support staff, and other adults involved in the education of children.
6. To assist the teacher in maintaining appropriate records and undertaking associated administrative tasks.
7. To undertake and maintain First Aid provision to staff and pupils.
8. To act as a fire marshal or assist with evacuation for children with disabilities as necessary.
9. To follow, maintain and promote the school/trust core values.

DUTIES:

1. Strategic Direction and School Development

- Responsible, as a member of staff, for promoting and developing a positive culture and to ensure diversity within the School community is recognised and respected by actively promoting anti equalities and oppressive practice.
- To raise pupil achievement by developing outstanding practice in liaison with a class teacher as part of a team.
- To contribute to the development of the school's vision, values and aim and to abide by agreed professional behaviours and attitudes.





2. Key Tasks

- Provide high quality care and education and ensure the needs of individual children are met, including those from a variety of cultures and religious backgrounds and stages of development.
- In collaboration with the team plan an environment and learning experience which promote the principles of education.
- Actively participate in all aspects of the provision made for children in the setting, including using speech and language programmes and strategies.
- Teach pupils according to their individual needs, under the direction of the class teacher and Lead teacher for Inclusion, including the planning, preparation and assessment of work in line with the agreed policies and procedures of the school.
- Build and maintain close and secure relationships with pupils, ensuring that their care, health and well-being are promoted at all times.
- Undertake specific support tasks in relation to resources within the school, e.g art resources.
- Support pupils in developing their personal and social skills and in making relationships with other pupils through modelling positive behaviour.
- Support the induction process, as appropriate, for children and families, which may include home visits with another member of staff.
- Foster and maintain close and supportive, professional relationships with parents and carers.
- Work flexibly and effectively as part of a team and liaise closely with other team members with regard to children's development and well-being.
- Receive and act upon instructions directly from professional or specialist support staff involved in the children's education (for instance, social workers, health visitors, language support staff, speech therapists, educational psychologists, school nurses and physiotherapists). Be prepared to assist other staff in doing this.
- Respect confidentiality within the setting.
- Uphold the standards of the setting at all times.
- Provide minor first aid treatment. Following appropriate training, assist pupils with feeding or breathing difficulties, epileptic seizures, diabetes or other immediate physical needs.
- Attend training, courses and meetings as necessary and take part in appraisal processes.
- Assist with the preparation and completion of resources and displays including for example photocopying, making games and apparatus.
- Support and supervise children at lunchtime. Positively managing behaviour of pupils with regard to safety and school procedures.
- Set up play equipment ready for pupils to participate in organised games during the lunch time period.
- Actively encourage pupils to have fun and participate in games making certain that they are adequately supervised at all times.
- Any other duties as required by the Senior Leadership Team to enable the smooth running of the school.

All Children First Staff will:

- Promote equality of opportunity





- Follow Safeguarding Guidelines and Child Protection policy/procedures
- Contribute to producing/delivering priorities in the School Improvement Plan
- Keep their own performance under review, contributing to monitoring, evaluation and review and participate in performance management/appraisal
- Promote positive attitudes and behaviour
- Contribute to the smooth day to day running of the school
- Be committed to achieving the school aims
- Work to develop the school as a successful, inclusive school
- Respond promptly to concerns from parents, staff or students
- Promote the school in the community
- Work in partnership with all colleagues including the Governing Body
- Support Codes of Professional Ethics/Safe Practice in the School Staff Handbook and the Trust Code of Conduct
- Ensure that the duties of the post are undertaken with due regard of the School's Health & Safety Policy and Child Protection Procedures and to their personal responsibilities under the provision of the Health and Safety at Work Act 1974 and all other relevant subordinate legislation
- Celebrate success of pupils and staff

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

NOTE: This job description should not be viewed as comprehensive description of the post. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from those in a position of responsibility to undertake work of a similar level that is not specified in this job description. This job description is current at the date shown, but, in consultation with you, may be changed by the school management to reflect or anticipate changes in the job commensurate with the salary scale and job title.

All schools and services in Enfield, including this Trust, are committed to safeguarding and promoting the welfare of children and young people. Therefore, all workers and employees within Enfield and Children First are expected to share this commitment. All candidates are required to complete the school's 'Keeping Children Safe in Education' declaration and are subject to an enhanced DBS check. Further information about the disclosure can be found at www.gov.uk/government/organisations/disclosure-and-barring-service





Person Specification for role of Teaching Support Assistant

Recognised qualification in English and Maths to at least GCSE, graded "C"	E
Excellent numeracy/literacy skills	E
Competent computer literacy	E
Capability to manage, organise and motivate children.	E
An enthusiasm and commitment for working with children.	E
Confidence to contribute to planning.	E
Flexible and adaptable.	E
Proven ability to communicate competently and effectively, both orally and in writing.	E
The ability to demonstrate experience of working positively with staff and parents.	E
Ability to negotiate and reach agreements.	E
Knowledge and understanding of records that can support discussions and report writing with the staff on progress and development of individual children.	E
Knowledge and understanding of how children learn	E
Knowledge and understanding of child development	E
Proven successful track record of working with children with Special Educational Needs	E
Experience of using Makaton, PECs, colourful semantics and Communication in Print, Read Write Inc	D
Proven successful track record of working with children on the Autistic Spectrum	D
To demonstrate a commitment to attend meetings and, as appropriate, contribute to the policies and procedures of the school as part of a team approach	E
Ability to work as a member of various teams – both within the school and with external agencies .	E
Ability to work on own initiative.	E
Ability to prioritise.	E
The capacity to maintain a positive attitude.	E
Hold a current First Aid Certificate	D
Commitment to and adherence to the school's equalities policy	E

E *a characteristic that the person must possess on appointment*

D *a characteristic that can be learned or developed within an acceptable time period.*

