

## METROPOLITAN BOROUGH OF KNOWSLEY

<b>SCHOOL</b>	ALT BRIDGE SCHOOL
<b>POST TITLE</b>	TEACHING ASSISTANT
<b>GRADE</b>	LEVEL 3
<b>RESPONSIBLE TO</b>	DHT/HLTA

### MAIN PURPOSE

To work within a new team of teaching assistants to provide immediate pastoral response and support to students with Special Educational Needs who may exhibit distressed behaviours within our setting.

To implement appropriate de-escalation approaches and take appropriate actions to ensure the health, safety and wellbeing of each child who is provided with support.

To implement appropriate physical intervention techniques as required.

To be able to undertake cover supervision for short term absences as appropriate.

### MAIN DUTIES

#### Support for Pupils

Use specialist (curricular/learning) skills/training/experience to support pupils (e.g. curricular, SEN, behaviour, EAL, pupils with a significant visual impairment, signing with Hearing impaired pupils, Early Years).

Assist with the development and implementation of Individual Pupil behaviour support plans.

Apply trauma informed practices in providing support for students who may have been affected by Adverse Childhood Experiences.

Establish good working relationships with pupils acting as a role model and setting high expectations.

Encourage pupils to interact with others and engage in activities led by the teacher.

Provide specific support to pupils' dependant upon their individual needs ensuring their safety whilst supporting access to learning activities.

Promote inclusion and acceptance of all pupils.

Promote self esteem and independence, employing strategies to recognise and reward achievement within established school procedure.

Provide feedback to pupils in relation to progress and achievement under the guidance and direction of the teacher.

Promote the speedy/effective transfer of pupils across phases/integration of those who have been absent.

Respond to pupils who may become ill and to emergencies in the most appropriate manner and in accordance with established school procedure.

Deal with the personal care and comfort of pupils, as required, in relation to welfare, health, hygiene, toileting, dressing, feeding, mobility and administering of medicines.

## **Support for the Teacher**

Establish and maintain an appropriate learning environment under the supervision of the teacher.

Contribute to lesson planning, evaluating and adjusting lessons/work plans as appropriate.

Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.

Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.

Be responsible for keeping and updating records in agreed format with the teacher, contributing to reviews of systems/records as requested.

Undertake marking of pupils' work against an agreed marking scheme under the direction of the teacher.

Liaise sensitively and effectively with parents/carers as agreed with the teacher within role/responsibility and participate in feedback sessions/meetings with parents/carers under the teacher's supervision.

Administer and assess routine primary tests, accurately recording achievement/progress and invigilate exams/tests.

Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy.

Establish constructive relationships with parents/carers.

Assist with the display of children's work.

Provide minimal clerical/administrative support (e.g. photocopying, word processing, filing, collecting money etc.)

To be involved in the planning, development and implementation of programmes of support for pupils with special educational needs.

To contribute to the review of pupils' needs.

To escort pupils as necessary and assist in movement around the school.

Assist in the development and implementation of appropriate behaviour management strategies.

## **Support for the Curriculum**

Support the delivery of agreed learning activities/learning programmes, adjusting activities according to pupils learning styles and individual needs.

Support the delivery of literacy/numeracy programmes, effectively utilising all alternative learning opportunities to support extended development.

Support the use of ICT in learning activities and develop pupils' competence and independence in its use.

Determine the need for, prepare and maintain general and specialist equipment and resources.

Assist pupils to access learning activities through specialist support e.g. curriculum/SEN specialism, Behaviour management, translation signing.

### **Support for the School**

Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Be aware of and support difference and ensure all pupils have equal access to opportunities to learn, develop and feel valued, respecting their social, cultural, linguistic, religious and ethnic background.

Contribute to the school ethos, aims and development/improvement plan.

Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.

Work as part of a team appreciating and supporting the role of other people in the team.

Attend and participate in meetings as required.

Assist with the planning and supervision of opportunities for pupils to learn in out of school contexts, including before and after school, if appropriate, and within working hours.

Undertake personal development through training and other learning activities including performance management as required.

Accompany teaching staff and pupils on visits, trips and out of school activities as required.

Establish own best practice and use to support others.

Assist in the induction of other teaching assistants.

**Note** This is not a comprehensive list of all the tasks which may be required of the postholder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.

### **Personal Attributes**

#### **Communication & Influence**

Communicates in a clear, accurate and succinct manner to delivering information to the right person ensuring they understand the message. Ensures that method of communication is appropriate to achieve the required result. Provides factual information as requested or re-directs requests to a more appropriate person.

#### **Team working**

Acts in a manner consistent with team goals, standards and values, actively co-operating with colleagues in own area. Maintains open and honest relationships with colleagues and shows sensitivity to the needs and feelings of others. Actively listens to take account of others' views and opinions. Works with the team to generate solutions and reach consensus.

**Organisational Awareness**

Demonstrates a broad knowledge of the schools activities and how they contribute to the schools performance as a whole. Is able to describe the current activities in their area and whole school developments. Demonstrates how own job performance contributes to the schools vision.

**Adaptability**

Responds positively to the change process. Helps others to understand the need and reasons for change. Effectively implements new ideas and methods to adapt working practices. Helps plan, develop, set up and monitor systems and processes to effect change. Challenges conventional thinking and existing practices.

**Use of technology**

Is able to use and understands the purpose of information communication technology (ICT) and has the ability to search for and extract information from a range of technology. Adapts data according to particular needs and presents it appropriately.

**Professional values and Practice**

Demonstrates high expectations for all pupils.

Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for them development as learners.

Ability to work collaboratively with colleagues and carry out the role effectively, knowing when to seek help and advice.

Ability to improve your own practice through observations, evaluation and discussion with colleagues.

**Experience & Knowledge**

Minimum 2 years experience working with and/or caring for children of relevant age/subject area.

Understanding of the national curriculum for secondary age pupils

Trained and confident in the use of Team Teach physical intervention approaches and willing to undergo ongoing and further training

Trained and confident in trauma informed practices.

Understanding of principles of child development, learning styles and independent learning.

Understanding of inclusion, especially within a school setting.

Ability to relate well to children and adults.

**Qualification & Training**

Level 2 qualification or equivalent in Maths/numeracy and English/literacy.

Willingness to engage with level 3 training.

Willingness to undertake appropriate first aid training.

**Date Issued:**

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**Line Manager Signature:**

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**Employee Signature:**

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