

TEACHING ASSISTANT GRADE 5 JOB DESCRIPTION

The successful applicant will carry out the responsibilities of a Grade 5 teaching assistant working on a 1 to 1 basis with a specified child. If the child is absent they will work as a general Grade 5 teaching assistant.

Contribute to the management of pupil behaviour

- Promote school policies on pupil behaviour
- Support implementation of strategies to manage behaviour
- Contribute to the management of pupil behaviour
- Employ strategies for behaviour management and report any problems to the teacher
- Report any progress towards targets for children with Behaviour Support Plans
- Provide level of attention appropriate to pupil's needs, modifying approach to ensure that desired outcomes are achieved
- Deal with any disruption and report to the teacher any difficulties that you are unable to overcome

Establish and maintain relationships with individuals and groups

- Establish relationships with individuals
- Establish relationships with groups

Support pupils during learning activities

- Provide support for learning activities
- Obtaining equipment
- Providing help with learning tasks
- Feeding back to the teacher on progress made
- Promote independent learning
- Encouraging students to take responsibility for their own learning and promoting development of self-esteem

Review and develop own professional practice

- Take part in regular review of practice and take advantage of development opportunities
- Work alongside other professionals and attend relevant meetings if required
- Setting personal targets and attending relevant courses/in-service training

Assist in preparing learning environment

- Prepare resources and materials
- Assist in setting out learning materials and set out materials for use appropriate to the planned activities

Contribute to maintaining pupil records

- Confirm role and responsibility for helping to maintain record with teacher
- Confirm understanding of purpose and nature of relevant pupil records with teacher
- Update relevant records at agreed time intervals
- Ensure that contributions are accurate, complete and up to date

Observe and report on pupil performance

- Knowledge of observation techniques and understanding types of reporting, including verbal and written
- Carrying out observations after consultation with the teacher about purpose
- Record findings in agreed format

Contribute to planning of learning activities

- Understand the most effective way in which to support learning for a given task
- Understand the needs of pupil/s with whom working
- Discuss expected learning outcomes with teacher and agree upon success criteria
- Provide feedback for teacher on outcomes of learning activity

Promote social and emotional development of pupils

- Support pupils in developing appropriate relationships
- Help to develop self-esteem of pupils
- Along with other members of the team, help to resolve difficulties between pupils amicably and with regard to school policies
- Employ strategies agreed by school via policies to raise self-esteem, such as rewards system and praise

Support maintenance of pupil safety

- Demonstrate awareness of symptoms associated with minor health problems
- Have full knowledge of Health and Safety policy
- Respond to minor health problems, for example with regard to asthma, allergies etc.
- Report any illness to teacher or other member of staff responsible for dealing with pupil health

Contribute to health and wellbeing of pupils

- Awareness of strategies for assisting pupils to settle into new settings
- Help pupils to adjust into new settings
- Recognise signs of distress and offer reassurance

Support use of ICT in the classroom

- Knowledge of the sorts of equipment available in school and where to find them
- Procedure for reporting technical faults
- Procedure for allocating ICT equipment for classroom use
- Prepare equipment for use
- Support classroom use of equipment

Help pupils to develop literacy and numeracy skills

- Knowledge of school's policies for literacy and Numeracy
- Working with individuals and groups on number or literacy tasks

Provide literacy/numeracy support to allow access to curriculum

- Knowledge of intervention strategies to support pupils with literacy and numeracy difficulties
- Supporting access to the curriculum through provision of support for literacy/numeracy difficulties

Liaising with other team members and parents in a professional manner

- Awareness of school policies for communicating with parents and carers; policies for care and wellbeing of pupils; school's policy for confidentiality; policy and procedure for parents' access to teaching staff and Principal
- Interacting appropriately and professionally with teachers and other colleagues and parents/carers
- Contributing effectively to planning of joint actions within the team
- Refer matters beyond competence and role to other professionals in school
- Care for children in ways that have regard for their home values and practices, complying with parents' wishes
- Reassure parents who express concerns about their children
- Ensure that parents' requests to see a teacher are dealt with promptly

- Pass on concerns about pupils to relevant people in the school

ORGANISATIONAL COMPETENCIES

Valuing Diversity

To accept everyone has a right to their distinct identity. To treat everyone with dignity and respect, and to ensure that what all our customers tell us is valued by reporting it back into the organisation. To be responsible for promoting and participating in the achievement of the school's diversity and inclusion policy.

Caring for Customers

To provide quality support for teaching and learning. To give parents, families and the community the opportunity to comment or complain if they need to. To work with the school/setting community and do what needs to be done to meet their needs. To inform your manager about what the school/setting community say in relation to the school/setting.

Developing Yourself and Supporting Others

To make every effort to access development opportunities and ensure you spend time with your manager identifying your development needs through your professional development plan. To be ready to share learning with others.

Health and Safety

To operate safely within the workplace with regard to Health and Safety legislation.

Confidentiality

An acknowledgement of the need to maintain confidentiality at all times and to become aware of the National, Council and school/setting policies on Confidentiality, and the management and sharing of information.

Energy Efficiency

To promote energy efficiency throughout the workplace and within own area of activity

PERSON SPECIFICATION

SEN TEACHING ASSISTANT Grade 5 JOB DESCRIPTION

| MINIMUM ESSENTIAL REQUIREMENTS | | METHOD OF ASSESSMENT |
|--------------------------------|---|----------------------------|
| SKILLS AND COMPETENCY | | |
| 1. | Ability to support the teacher in planning, delivering and evaluating learning activities to ensure effective teaching and learning. Ability to give feedback in a constructive manner. | Interview/Application form |

| MINIMUM ESSENTIAL REQUIREMENTS | | METHOD OF ASSESSMENT |
|--------------------------------|--|--|
| 2. | Ability to listen and observe children/young people and share observational findings effectively. | Interview/Application form |
| 3. | Ability to keep children and young people safe during day-to-day work activities. Ability to assess the balance between safety and risk, challenge and protection, and adjust own behaviour and accordingly. | Interview/Application form Interview/Application form |
| 4. | Ability to praise and encourage children/young people according to their age, needs and abilities. Ability to deal sensitively with challenging behaviour (in line with setting/school policy and procedures). Act as a role model for positive behaviour. | |
| 5. | Ability to interact and respond positively to children, young people and adults. Ability to establish and maintain rapport with pupils. Ability to demonstrate verbal and non-verbal communication skills when dealing with children, colleagues, parents, carers, families and other practitioners. | Interview/Application form |
| 6. | Ability to become an effective member of staff. Ability to work effectively with colleagues and other practitioners. Ability to take an active role in developing own skills and expertise. | Interview/Application form |
| 7. | Ability to help pupils, under the direction of the teacher, to participate in whole class, group and individual literacy and numeracy learning activities. | Interview |
| 8. | Ability to operate ICT resources safely and effectively as a learning resource. Ability to access and use learning programmes and information. | Interview/Application form |
| 9. | Ability to encourage and support pupils in using ICT during learning activities and feedback on their progress and response. | Interview |
| 10. | Value people equally, supporting an inclusive ethos. | Interview/Application form |

| MINIMUM ESSENTIAL REQUIREMENTS | | METHOD OF ASSESSMENT |
|---|---|----------------------------|
| CORE ORGANISATIONAL COMPETENCIES | | |
| | <p>Valuing Diversity</p> <p>Listen, support the diverse contributions made to the school/setting without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people's strengths, aspirations and abilities and helps to develop their potential. Understand how Valuing</p> | Interview/Application form |

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| | Diversity and inclusion can improve our ability to deliver better services and reduce disadvantage. | |
| | <p>Caring for Customers</p> <p>Listen and respond to customer need. Network with others to develop services for the benefit of the school/setting community.</p> | Interview |
| | <p>Developing Self and Others</p> <p>Be willing to share learning and encourage others to do the same. Listen to others and respond to their needs. Strives for improvement and take responsibility for own development. Be self-confident and lead by example.</p> | Interview/Application form |
| | <p>Health and Safety</p> <p>Ability to identify risk to self and others when undertaking work activities and appropriate actions needed to minimise risk.</p> | Interview |
| | <p>Confidentiality</p> <p>Acknowledge the need to maintain confidentiality at all times and to become aware of the National, Council and school/setting policies on Confidentiality, and the management and sharing of information.</p> | Interview |
| | <p>Energy Efficiency</p> <p>Be aware of the energy efficiency issues in own area of work and throughout the organisation</p> | Interview |

STAGE TWO Will only be used in the event of a large number of applicants meeting the minimum essential requirements

| ADDITIONAL REQUIREMENTS | | METHOD OF ASSESSMENT |
|---|--|----------------------------|
| Skills and Competency | | |
| Be familiar with and able to set in motion accident/emergency, safety, safeguarding and welfare procedures, according to school/setting policies and procedures | | Interview/Application form |
| Ability to adapt learning activities to individual pupils' needs and abilities | | Interview/Application form |
| Ability to identify the purpose of learning displays and devise design and content accordingly. Ability to create the display with due regard for safety and future maintenance, and to evaluate its effectiveness. | | Interview |

| ADDITIONAL REQUIREMENTS | | METHOD OF ASSESSMENT |
|---|----------------------------|----------------------|
| Knowledge/Experience/Qualifications/Training, etc | | |
| <ol style="list-style-type: none"> 1. Knowledge and understanding of strategies relating to inclusion, praise, assistance, rewards and sanctions, to use when supporting pupils' learning. 2. Knowledge and understanding of ICT materials, sources of information and advice, and how to adapt the use of ICT for pupils of different ages, needs and abilities. 3. Knowledge and understanding of procedures and policies around confidentiality, data protection and sharing of information 4. Knowledge and understanding of literacy and numeracy strategies and resources 5. Knowledge of the practical application of special educational needs strategies 6. Knowledge and understanding of how to maintain the health, safety and well-being of pupils when outside the school setting | Interview/Application form | |