



Job Profile

Teaching Assistant Level 3 + SSA (Grade E)

School: Eslington Primary School

Line Manager: Headteacher

Job Purpose

To work as part of the specialist team at Eslington Primary School to support pupils with complex Social, Emotional and Mental Health difficulties by enabling access to learning, promoting positive behaviour and emotional wellbeing and contributing to a safe, nurturing and inclusive environment. The postholder will work under the guidance of teaching and senior staff to deliver targeted support programmes, assist with the implementation of individualised bespoke plans and provide practical and emotional support to pupils within the classroom and alternative learning spaces. The role includes supporting positive relationships, managing behaviour through appropriate de-escalation strategies, preparing and maintaining resources, undertaking care and supervision duties and ensuring the health, safety and safeguarding of pupils at all times.

The key roles of this post will generally include:

Providing support for pupils within class and in one-to-one settings by:

- Providing pastoral support to pupils.
- Delivering appropriate programmes of study/individual interventions to meet pupils' specific areas of need.
- Attend to pupils' personal needs and provide advice to assist in their social, emotional, mental health & hygiene development.
- Participating in comprehensive assessment of pupils to determine those in need of specific interventions.
- Assisting the teacher with the development and implementation of EHCP targets, pupils' profiles and behaviour support plans.
- Establishing productive working relationships with pupils, always acting as a positive role model.
- Developing one-to-one mentoring programmes to support the emotional development of vulnerable pupils.
- Providing information and advice to enable pupils to make choices about their own learning, behaviour and attendance.
- Challenging and motivating pupils, promote and reinforce self-esteem.
- Providing feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
- Adhering to safeguarding and child protection procedures and reporting concerns appropriately.
- Using trauma-informed, restorative or attachment-aware approaches where appropriate.
- Maintaining confidentiality and professionalism at all times in line with school policies.
- Working collaboratively with teachers, pastoral staff and other professionals to support pupils.

Providing support for the teacher by:

- Liaising with feeder schools and other relevant bodies to gather pupil information when required.
- Supporting pupils' access to learning using appropriate strategies, resources etc.
- Working with other staff in planning, evaluating and adjusting learning activities as appropriate.
- Monitoring and evaluating pupils' responses and progress against action plans through observation and planned recording.
- Providing objective and accurate feedback using relevant information to other staff on pupils' achievement, progress and emotional well-being.
- Being responsible for keeping and updating records as agreed with other staff and in line with appraisal targets.
- Developing Key Worker role with specific pupils, sourcing emotional support programmes and activities during Key Worker Time where appropriate.
- Supporting with interventions and in de-escalating behaviours
- Assisting in the development and implementation of appropriate behaviour management strategies.
- Establishing constructive relationships with parents/carers, sharing relevant information and attending meetings as necessary.
- Assisting in the development, implementation and monitoring of systems relating to attendance and integration to other schools.
- Clerical/admin support as appropriate to ensure communication with staff, parents and other agencies is up to date.

Providing support for the curriculum by:

- Implementing agreed learning activities or teaching programmes, adjusting activities according to pupil responses and needs.
- Delivering specific interventions to enable pupils to make progress in core subjects.
- Being aware of and accessing a range of activities, courses, organisations and individuals to broaden and enrich the learning experience of all pupils.
- Identifying and using specialist equipment, plans and resources to support pupils across school.
- Supporting pupils to access learning through adaptations and reasonable adjustments as directed by the teacher.
- Supporting pupils to remain engaged and regulated during learning activities.
- Supporting pupils with basic ICT and digital learning tools as directed.

Providing support for the school by:

- Being aware of and complying with policies and procedures relating to Child Protection, Behaviour, Anti-bullying, Anti-racism, Health & Safety, Security, Confidentiality and Data Protection, reporting all concerns to an appropriate person.
- Being aware of and supporting the diverse needs of the school population, ensuring equal access to learning for all pupils.
- Contributing to the overall vision, values, ethos and aims of the school.
- Establishing constructive relationships and communicating with other agencies or professionals, in liaison with the teacher, to support the achievement and progress of pupils.
- Attending and participating in regular meetings.
- Participating in training and other learning activities as required.
- Recognising own strengths and areas of expertise and using these to advise and support others.
- Assisting with the supervision, training and development of staff.
- Implementing planned supervision of pupils out of school hours.
- Supervising pupils on visits, trips and out of school activities as required.
- Working collaboratively to ensure consistent approaches across the school.
- Such other responsibilities allocated which are appropriate to the grade of the post.

Person Specification

Essential

Knowledge:

- Basic ICT skills to support learning and school routines
- Knowledge of basic literacy and numeracy support strategies
- Awareness of safeguarding and child protection procedures and the responsibility to report concerns
- Knowledge of child development across the primary age range
- Understanding of professional boundaries and confidentiality
- Understanding of national / foundation stage curriculum and other learning programmes / strategies

Qualifications:

- Good numeracy and literacy skills
- NVQ 3 for Teaching Assistant or equivalent qualification.
- Willingness to undertake further training as required by the school

Experience:

- Working with children of relevant age
- Ability to work as part of a team and follow school policies and procedures
- Ability to build positive, trusting relationships with pupils
- Ability to support learning under the direction of the teacher, including small group and one-to-one support

Undertake Team Teach training if not already qualified.

Desirable

Knowledge of:

- A range of special educational needs
- Current positive handling techniques

Qualifications:

- Full First Aid Qualification
- Team Teach or equivalent
- Full UK driving licence
- Relevant qualification or training in SEMH, SEND, behaviour support or child mental health

Experience:

- Clerical Duties
- Experience of communicating appropriately with parents/carers under teacher direction.
- Confidence in de-escalation strategies and supporting emotional regulation
- Experience of supporting pupils with EHCPs, IEPs or Behaviour Plans