Northumberland County Council
Newsham Primary School JOB DESCRIPTION

Post Title: Teaching Assistant – Supporting and Delivering Learning (Level 3)	**Director/Service/Sector:** Children's Services		**Office Use**
Band: 4	**Workplace:** Newsham Primary School		JD ref: SG18
Responsible to: SLT / Phase Leaders	**Date:**	**Manager Level:**	

Job Purpose: The purpose of this role is to work closely with the class teacher to support the delivery of high-quality, individualised education for pupils. The Teaching Assistant will help implement the provision for pupils', ensuring that each child receives the tailored support they need to thrive. This includes delivering targeted teaching interventions to small groups and individuals, using structured strategies and resources to promote engagement, independence, and progress across all areas of learning. Staff, on occasions, may also be required to undertake whole class supervision during the short-term absence of a teacher. The primary focus will be to maintain good order and to keep pupils on task. Staff involved in cover supervision will be expected to respond to pupils' questions and generally support pupils in learning activities.

Resources	
Staff	Not Applicable
Finance	Not Applicable
Physical	Shared responsibility for classroom equipment and materials.
Clients	Relevant School pupils.

Duties and key result areas:

Support for Pupils

1. Use specialist skills, training, or experience to support pupils learning.
2. Assist with the development and implementation of pupil support plans and EHCP provision.
3. Establish good relationships with pupils, acting as a role model and responding to the needs of each individual child.
4. To actively promote inclusive practice within the classroom setting to ensure acceptance of all children.
5. Encourage children to play and interact with one another.
6. Encourage children to engage in, and participate in learning activities lead by the class teacher.
7. To have challenging expectations that encourages children to act independently and build self-esteem.
8. Provide feedback to pupils in relation to progress and achievement

Support for the Teacher

1. Work with the teacher to establish an appropriate learning environment.
2. Work with the teacher in lesson planning, evaluating and adjusting the lesson plan as appropriate
3. Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against agreed, Pre-determined, learning objectives.
4. Provide the teacher with accurate and objective feedback on pupil progress and other matters, ensuring the availability of supporting evidence.
5. Undertake the maintenance of pupils' records and accurately record achievement.
6. Support the teacher in the management of pupil behaviour.
7. Gather information from parents and carers as directed.
8. Establish constructive relationships with parents and carers and participate in feedback sessions as directed.
9. Administer routine tests and invigilate exams.

10. Undertake the routine marking of pupils' work e.g. routine spelling tests, routine maths tests etc.
11. Provide the classroom teacher with clerical and admin support, particularly:
    - Undertaking bulk photocopying
    - Word processing
    - Filing
    - Collecting money

Support for the Curriculum

1. Implement agreed teaching programmes, adjusting activities according to pupil responses and needs.
2. Help pupils to understand instructions
3. Implement local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of relevant skills
4. Support use of ICT in learning and develop pupils' competence and independence in its use.
5. Help pupils access learning activities through specialist support.
6. Determine the need for, prepare and maintain equipment and resources required to meet learning activities and assist pupils in their use

Support for the School

1. Comply with all school policies relating to:
    - Health and Safety
    - Equal Opportunities
    - Child Protection
    - Confidentiality and data protection.
2. Work in such a way as to promote the ethos and vision of the school.
3. Participate in training and development, and activities that contribute to the management of performance.
4. Assist with the management of pupils outside the classroom e.g. lunch times and outside the school e.g. school trips as directed by the class teacher and member of the school's management.
5. Attend and participate in regular meetings
6. To undertake other duties and responsibilities as required commensurate with the grade of the post

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You are therefore under a duty to use the school's procedures to report any concerns you may have regarding the safety or well-being of any child or young person.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Work Arrangements

Transport requirements: None Working patterns: Daily – day time hours Working conditions: School environment	

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NEWSHAM PRIMARY - PERSON SPECIFICATION

Post Title: SEN Teaching Assistant – Supporting and Delivering Learning (Level 3) (Band 4)	**Director/Service/Sector:** Children's Services	**Ref**: SG18
Essential	**Desirable**	**Assess by**
Knowledge and Qualifications		
• Very good numeracy and literacy skills • L3 for teaching Assistants or equivalent qualifications • Participated in training related to SEND • Understanding of the needs of pupils with EHCPs • Knowledge of inclusive practices and the SEND Code of Practice	• HSAW First Aid Certificate or equivalent • Further specialist qualifications or certificates particularly with a SEND focus • Understanding of trauma-informed practice • Familiarity with engagement models and alternative assessment frameworks	(a), (i)
Experience		
• Willingness to participate in development and training opportunities • Experience working with primary aged children especially KS1 pupils • Supporting children in a primary school setting with additional SEND • Working with children with a range of needs and abilities	• Supervising small groups of children • Leading interventions • Experience working in a specialist provision or support base • Experience supporting pupils with sensory processing needs or speech and language difficulties • Experience working with children with autism and communication difficulties • Experience using visual supports, structured routines, and sensory strategies	(i)
Skills and competencies		

• L2 ICT Qualification or in-service training and 3 years' experience of using ICT in a learning environment
• Ability to use other types of learning technology:
  • Photocopying
  • Digital Media
• Understanding of codes of practice and recent relevant education
• Good understanding of the principles of child development and the learning process
• Can actively self-evaluate learning needs and seek out learning opportunities
• Can work as a member of a team, understanding their role in the classroom and associated responsibilities.
• Patience, empathy, and adaptability in challenging situations
	• Good organisational skills
	• Good interpersonal and communicational skills, written and oral
	• Ability to work under pressure, possess good time and organisational skills and meet deadlines
		(a), (i)

Physical, mental and emotional demands		
• Some need to walk, bend or carry items • The role involves outdoor duties • Need to maintain general awareness with lengthy periods of enhanced concentration • Able to remain calm, patient, and consistent when supporting pupils with complex emotional and behavioural needs • Demonstrate a nurturing and empathetic approach to pupils who may struggle with emotional regulation or social interaction • Able to respond flexibly to the changing emotional needs of pupils throughout the school day	• Experience using trauma-informed or emotionally literate approaches in a school setting • Experience working in a setting where emotional and sensory needs are a key focus	(a) (i)
Other		
• Demonstrate a strong understanding of and commitment to safeguarding and promoting the welfare of children • Excellent record of attendance and punctuality • Willingness to participate in development and training opportunities • Maintain confidentiality, professionalism, and integrity at all times	• Enthusiastic, energetic, solution focused, positive.	(r)

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation,
(o) others e.g. case studies/visits.