

**Archbishop Benson Primary School**  
***Fun & Learning, Hand in Hand***  
**Teaching Assistant job description**



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<b>Job Title:</b>	Teaching Assistant
<b>Salary Range:</b>	£9 Per hour (Dependant on skills and experience)
<b>Hours:</b>	As advertised
<b>Base:</b>	Nurture Room/ Rainbow Room/ Classrooms
<b>Responsible to:</b>	Teaching staff/senior leaders/SENCO/Pupil Premium leader Hub/Inclusion lead
<b>Direct Supervisory Responsibility for:</b>	None
<b>Important Functional Relationships: Internal/External</b>	Teachers, pupils, support staff, parents, Inclusion HLTA, Hub/Inclusion lead

<b>Main Purpose of Job:</b>
<ul style="list-style-type: none"> <li>To take a pro-active and flexible role in supporting the educational, social, emotional &amp; physical needs of all pupils, including those with the most complex SEN and/or SEMH needs.</li> <li>To support the curriculum and the school through the provision of high level assistance to the Inclusion Manager, HLTA, SENDCO and class teachers in the practical organisation of class/learning activities, undertaking group and 1-1 work and ensuring the welfare and development of pupils</li> </ul>

<b>Main Duties and Responsibilities:</b>
<ul style="list-style-type: none"> <li>To be proactive in engaging with the school's vision, direction and improvement priorities</li> <li>To attend staff meetings and school-based INSET as required</li> <li>To engage in effective communication with teaching staff, including being in school on time to prepare for the day ahead before the working day begins and before leaving at the end of the session/day</li> <li>To assist teaching staff in the effective delivery of lessons and work schemes, using the New Curriculum or the Early Years Foundation Stage Curriculum as a framework</li> <li>To assist individuals and groups of children in developing knowledge, skills and attitudes as defined by the New Curriculum or EYFS Curriculum. To take into account the learning support involved to aid the children to learn as effectively as possible</li> <li>Using the TIS approach and training, to establish supportive relationships with the pupils to encourage acceptance, inclusion, social integration and individual development, promoting and reinforcing pupils' self-esteem.</li> <li>To supervise individual children or groups of children under the overall control of the Inclusion HLTA/SENDCo</li> <li>To assess, monitor and record the progress of our vulnerable pupils, including SEN, PP &amp; other disadvantaged pupils), and to feedback to the SENCO/Inclusion HLTA with regard to children's progress and the success, including making recommendations for alterations to improve the effectiveness of planned intervention</li> <li>To work with the SENCO, PP Coordinator and other appropriate staff on a regular basis to discuss improvements to the teaching practices, delivery of the curriculum and progress and concerns regarding individual pupils or groups of pupils</li> </ul>

- To engage with monitoring by SLT/senior leaders e.g. observations of interventions for performance management & developmental feedback
- To assist in preparing, using and maintaining relevant teaching resources, including wall displays and cleaning up classrooms after activities.
- To be responsible for monitoring the use of and maintaining an up-to-date inventory of all classroom materials and equipment, monitor stock levels of materials, check for missing and/or damaged equipment, and arrange for new supplies to be ordered as required
- To assist with lunch and break time supervision of children on a rota basis in accordance with the School's Policy for Playground Supervision.
- To accompany children on educational visits and outings as supervised by the Inclusion HLTA/SENDCo
- To administer basic first aid and assist in the dispensing of medically prescribed controlled drug in line with school procedures if trained
- To carry out administrative tasks associated with all of the above duties as directed by the SENDCo/ Inclusion HLTA
- To be aware of and work in accordance with the school's child protection policies and procedures, and to raise any concerns relating to such procedures which may be noted during the course of duty.
- To actively promote positive home/school relationships with parents through daily meet and greet sessions at the beginning and end of each day, routinely celebrating successes with every parent.
- To use initiative, professional judgment and personalised known strategies on a session by session basis to ensure the most vulnerable pupils' SEMH needs are balanced with academic demands and the way they are structured.
- To ensure that the Inclusion Hub routines, systems, strategies and expectations protect the learning capacity and organisational efficiency of the wider school at all times.

#### **Additional criteria**

#### ***Applicable to all teaching assistants when supporting pupils with specific special educational needs either full-time, part-time or flexibly within the phase groups in school***

- *To assess, monitor and record children's progress in relation to EHCPs, and to feedback to the Teacher/Inclusion Lead with regard to children's progress and the success of EHCPs, including making recommendations for alterations to improve the effectiveness of Individual Provision Maps and Plans.*
- *To engage fully in meeting the needs of pupils with SECMH (Social, Emotional, Communication & Mental Health) needs*
- *To adopt the principles of de-escalation to prevent harm and disruption to the pupil or others, within the limits of the post holders training and school policies and procedures*
- *To engage fully in meeting the mobility needs of the pupil assisting in the use of a wheelchair/hoist, ensuring compliance with safe lifting procedures and associated training*
- *To engage fully in meeting the needs of incontinent pupils following individual care plans*

#### ***Applicable to all teaching assistants when supporting the inclusion of pupils with complex needs either full-time, part-time or flexibly within the remit of the inclusion Team***

- *To assess, monitor and record children's progress in relation to individual Behaviour Support Plans and/or Behaviour Management Plans, and to feedback to the Inclusion Lead with regards to children's progress and the success of these plans*
- *To consistently relate well to children, especially vulnerable pupils and pupils with complex needs*
- *To demonstrate relentless positivity, through both verbal and no-verbal communication, to children, especially vulnerable pupils and pupils with complex needs*

- *To consistently use effective and approved strategies to attune with, to validate and to support pupils, especially vulnerable pupils and pupils with complex needs*
- *To consistently work flexibly, responsively, positively and supportive as part of a dynamic inclusion team.*
- *To be able to work alone as well as use own initiative*
- *To use required moving & handling techniques and to undertake required, associated training*
- *To use required restraint techniques and to undertake required, associated training i.e. Team Teach*
- *To implement recommended protective behaviours to safeguard self & others*
- *To meet the personal care needs of pupils with complex needs.*

#### **General/Other:**

- To demonstrate consistently high standards of personal and professional conduct.
- To uphold public trust in the TA role and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a TA's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- To have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in your own presentation, dress, attendance and punctuality.
- To ensure that pupils needs are always prioritised and to have a clear sight of how the TA role impacts on the school's pupils at all times
- To act as a professional team member and provide support and cover for other staff where needs arise
- To contribute towards the ethos of the school and be a supportive and proactive member of staff
- To demonstrate flexibility within the working day & within working practices
- To exercise discretion when handling school data & information and to ensure the confidentiality of all sensitive information including within discussions with colleagues and with the families of pupils
- To be responsible for your own continuing self-development and attend meetings as appropriate
- To be responsible for engaging with the school's communication systems and remaining abreast of changes & developments
- To be aware of and adhere to applicable rules, regulations, legislation and procedures including the Schools Equal Opportunities Policy and Code of Conduct, national legislation (including Health and Safety, Data Protection).
- To undertake any other duties as commensurate within the grade in order to ensure the smooth running of the school as required by the HT/DHT/AHT/Phase Group leader/Inclusion Lead

#### **General Expectations for support staff:**

The duties may be varied to meet changed circumstances in a manner compatible with the post held, at the reasonable direction of the Head teacher, Deputy Headteacher or Assistant Headteacher. This job description does not form part of the contract of employment. It describes the way in which the member of staff is expected and required to perform and complete the particular duties as set out above.

## Health & Wellbeing

Archbishop Benson School is committed to being a mindful organisation that actively values the health & wellbeing of everyone in the school. We strive to make it so. We recognise that every individual has a right to:

- Mental, emotional, social and physical wellbeing
- Experience personal achievement

Archbishop Benson School is dedicated to ensuring these rights are delivered. As employers, we recognise that employee engagement is critical in ensuring that health and wellbeing provision is meaningful and successful. We are all responsible for creating an organisation that promotes health and wellbeing strategies.

Health & Wellbeing strategies are opportunities to advance our workforce to a distinctive level. Inspirational learning environments can be created with a motivated, valued and dynamic workforce.

Health & Wellbeing is core to a first class workforce where the pupils will be rewarded with outstanding outcomes.

A meaningful and successful Health & Wellbeing provision involves the engagement of all employees, therefore it is the aim of Archbishop Benson School that each individual will:

- Promote healthy life style choices during the school day
- Be a positive role model
- Be responsible for actively seeking support if it is needed, professionally or personally
- Participate in personal and professional development opportunities, strategies and training

<p><b>ARCHBISHOP BENSON CE PRIMARY SCHOOL</b> <b>TEACHING ASSISTANT JOB DESCRIPTION</b> <b>STAFF DECLARATION FORM</b></p>
<p>I hereby confirm that I have read and understood the revised Teaching Assistant job description and that I will abide by the duties and responsibilities outlined in this document.</p> <p>SIGNED: _____</p> <p>PRINT: _____</p> <p>DATE: _____</p>