

**Crofton Infant/Junior School**

**Towncourt Lane**

**Petts Wood, Orpington**

**Kent BR5 1EL**

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| **JOB DESCRIPTION** | |
| **Title: ISA/TA**  **Hours**: As directed (38 weeks per year) | **Grade:** Scale BR4 – BR5 point 12 - 17  **Section:** Learning Support  **Reports to**: Inclusion Manager/Class Teacher |
| **MAIN PURPOSE OF THE JOB**  To assist in the support and inclusion of individual children identified by the School.  To improve the learning, social and emotional progress of the children within our provision. | |
| **SUMMARY OF RESPONSIBILITIES AND PERSONAL DUTIES**  The appointed applicants:   * will be working closely alongside the class teacher to help support children with additional needs. * should have lots of enthusiasm and patience for working with children. * must have the ability to adapt to different situations and think on their feet. * must be able to work well within a team. * would preferably have prior experience of working with children with additional needs (however this is not essential as full training will be given). * will help to support the development of the child's learning and engagement. * will help to support the development of the child's learning and engagement as well as their speech and language. * will help to support the child's well-being in the class and outdoor environment. * will have the ability to work closely with the class teacher to develop different strategies to enhance the child's welfare. * should be versatile and flexible with their duties.   Supporting the Pupils   * To develop a good knowledge of the individual’s needs in order to be able to support their development in all aspects of learning. * Taking into account the learning support involved, to aid the children to learn as effectively as possible both in group situations and on his/her own by, for example:   + clarifying and explaining instructions;   + ensuring the child is able to use equipment and materials provided;   + motivating and encouraging the child as required;   + assisting in weaker areas of learning, e.g. speech and language, reading, spelling, handwriting/presentation;   + assisting in weaker areas of behaviour e.g. challenging, disruptive, attention seeking;   + helping the individual to concentrate on and finish work set;   + liaising with class teacher and Inclusion Manager about Individual Education Plans (IEPs)   + developing appropriate resources to support the children. * To establish a supportive relationship with the children concerned. * To develop methods of promoting/reinforcing the child’s self-esteem, confidence and independence. * To support the child to achieve any targets on a Pastoral Support Plan. * Helping the child to communicate with others if appropriate.   **Supporting the Teacher**   * To assist, with the class teacher (and other professionals as appropriate), in the development of any professional programmes of support. * To assist, with the class teacher (and other professionals as appropriate), in the development of Pastoral Support Plans if the allocated child has behavioural difficulties. * In conjunction with the class teacher and/or other professionals to assist with the recording the child’s progress. * To contribute to the maintenance of child’s progress records. * To participate in the evaluation of any support programme. * To provide regular feedback about the child to the teacher.   **Supporting the School**   * Where appropriate, to develop a relationship to foster good links between home and school. * To liaise, advise and consult with other members of the team supporting the child when asked to do so. * To contribute to reviews of child’s progress, as appropriate. * To attend relevant in-service training. * To be aware of school policies and procedures and paying due regard to them. * Being committed to the school’s safeguarding procedures. * To be aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences appropriately. * Any other tasks as directed by the Inclusion Manager which fall within the purview of the post. | |

This job description can be amended at any time following discussion between the Head Teacher and the member of staff.

**Head Teacher signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Employee signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **MOSAIC SCHOOLS LEARNING TRUST**  **PERSON SPECIFICATION** | |
| **Title: ISA/Teaching Assistant** | **Grade: BR4 pt 12** |
|  | **Reports to: Class Teacher /Year Leader** |
| **EXPERIENCE (Essential Requirements)**   * Experience working with children of relevant age * Experience of working with pupils with additional needs * Willingness to attend meetings and training appropriate to the role | |
| **QUALIFICATIONS/TRAINING (Essential Requirements)**   * Very good numeracy/literacy skills * A knowledge and skilled use of a range of learning styles and teaching strategies to support children’s learning * NVQ2/3 in teaching assistance or equivalent qualification or experience * Current paediatric first aid qualification or willingness to undertake training | |
| **KNOWLEDGE/SKILLS (Essential Requirements)**   * The ability to offer differentiated support depending on children’s learning needs * Has an up to date knowledge of relevant legislation and guidance in relation to working with and the protection of children * Has a commitment to the protection and safeguarding of children * Is willing to work within organisational procedures and processes and to meet the required standards of the role * Has the ability to use initiative when required * Has good communication skills and is able to form good and appropriate relationships with children, other support staff, teachers and parents * Can use ICT effectively to support learning * Familiarity with the Special Educational Needs Code of Practice * Use of other equipment technology - video, photocopier * Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation * Working knowledge of national curriculum and other relevant learning programmes * Understanding the principles of child development and learning processes * Ability to self-evaluate learning needs and actively seek learning opportunities * Ability to relate well to children and adults * Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these * Good awareness of cyber security * To be able to plan and deliver activities during the lunchtime period adhering to Health & Safety | |