

**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.
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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
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| **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
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| **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
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