

**Sherston CE Primary School
Teaching Assistant (NPA)**

Job Description

Main Job Purpose :	To assist in the support and inclusion of children with special educational needs within a mainstream school
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Main Duties

1. Supporting pupils learning, either in groups or through 1:1 work. The exact tasks will depend on the learning support needs of the pupil/s but may include:

- supporting the development of skills in literacy, numeracy, communication and social and behavioural needs
- differentiating work for individual pupils to suit their ability
- using knowledge of pupils learning support needs to suggest appropriate adjustments to lesson plans to teachers
- clarifying and explaining instructions
- ensuring pupils are able to use equipment and materials provided
- motivating and supporting pupils
- helping pupils to concentrate on and finish work set
- meeting physical needs as required while promoting independence
- liaising with class teacher and Special Educational Needs Co-ordinator about 'EHCP/ 'My Support Plan'/IEP
- developing appropriate resources to support pupils
- Running daily/weekly interventions

2. Supporting pupils' self-esteem, inclusion and behavioural development, e.g.

- encouraging an acceptance and inclusion of the pupil with special needs
- developing methods of promoting/reinforcing the pupil's self esteem and independence
- providing individual supervision in and out of the classroom for pupils
- establishing a supportive relationship with pupils
- reinforcing the school ethos, e.g. expectations of behaviour within class and elsewhere on the school site
- supervising pupils on outings, school activities, and at lunchtimes and playtimes.

3. Provide physical/personal care to pupils where required, e.g.

- helping with dressing/toileting where necessary

- Undertaking occupational/physiotherapy exercises following instruction and advice from a qualified therapist
- Undertaking a programme for speech and language following instruction and advice from a qualified person

4. Supporting the Teacher/s, e.g.

- Using knowledge and experience of the pupils concerned, to contribute, with the class teacher and SENCo (and other professionals as appropriate), in the development and evaluation of a suitable programme of support for children who need learning support
- Contribute to the development of 'EHCPs/My Support Plans' and reviews of pupil progress
- In conjunction with the class teacher and SENCo (and other professionals as appropriate) to develop system/s of recording pupil progress and contribute to the maintenance of this record
- Providing regular feedback about pupils to the teacher/s and SENCo.

5. Supporting the curriculum

- Support the delivery of the English and Mathematics along with other aspects of both the EYFS Curriculum and the enhanced curriculum offered by the school.

6. Supporting the school, e.g.

- where appropriate, fostering and develop links between a pupil's home and school.
- assisting with setting up, storing and retrieving and general maintenance of classroom equipment and teaching aids, e.g. computers and computer software, resources, indoor and outdoor play equipment, photographic equipment etc
- helping to ensure the hygiene of the teaching environment in cases of sickness or soiling
- administering minor First Aid under the guidance of a qualified person

Supervision and Management

The job holder has no regular supervisory responsibility for staff but assists in work familiarisation of peers and new recruits.

Creativity and Innovation (i.e. Problem Solving)

The job holder works within school procedures, policies and approved methods but sometimes has to interpret these to deal with a problem e.g. if the pupil supported cannot cope with the task set for the rest of the class, the jobholder may implement a similar task which will give a degree of success for the pupil

Key Contacts and Relationships

The jobholder has extensive contact with pupils, which involves mentoring, motivating and imparting skills and/or knowledge. Information is exchanged with Teachers, SENCo and other school staff, school management, parents/carers and at times representatives of other Agencies e.g. Health, Social Care

Decision Making

The jobholder is expected to follow school procedures to resolve routine problems encountered in the job but to seek assistance, or approval to their recommendations, for anything more unusual

Resources

The jobholder is expected to use school resources appropriately and with care, but is not personally accountable for their overall security.

Working Environment

The jobholder is mainly based in a classroom setting and there is regular background noise. The work involves some crouching, stretching, or working in other constrained or awkward positions e.g. when dealing with pupils. There may occasionally be the need to deal with body fluids when giving personal care to pupils.

Knowledge and Skills

The role demands that the jobholder has the ability to undertake a range of tasks involving the application of rules, procedures and techniques. The jobholder needs a good standard of practical knowledge of learning support needs and ways of meeting these, and good skills in dealing with pupils. New entrants to the role will be competent to NVQ Level 2 standard in Learning Support, and will be required to develop their skills further for full competent performance of the job.