

Job Profile

Job Title:	Teaching Assistant INCLUSION
Job No:	CAT00020FBA
Reports to:	Deputy Headteacher INCLUSION
Location:	The Flying Bull Academy, Portsmouth, but required to work at any location where business is conducted that is within reasonable distance of the School.

Function of the post:

Contribute to the pupil's development including their physical and mental well-being in supporting the teaching and learning in the class room, providing general and specific assistance to pupils, under the direction and guidance of the Class teacher, Pupil Support Workers and/or the Deputy Headteacher for Inclusion. This will involve providing assistance to the Class teacher in supporting pupils on a one-to-one or small group basis, across a wide range of activities and supported learning activities, including the preparation and maintenance of resources.

Principal Accountabilities:

1. In liaison with, and under the guidance of the Class Teacher and following best practice, appropriately support pupils on an individual or small group basis to understand instructions, and complete activities, encouraging and developing independent learning and inclusion of all pupils to ensure progression and continuity.
2. Assist with reading, word and number games, science and art and craft activities to support learning outcomes using the teachers planned teaching and learning method. This should include supporting pupils using ICT and the promotion of IT as a tool to enable learning.
3. Take responsibility for the classroom, preparing and clearing away materials and resources as required, and creating a positive visual impact that supports a learning environment in which pupils can excel and in which they can learn in a safe environment.
4. Support and develop children in our Inclusion Centre to follow our relational approach, ensuring their understanding of the expectations, actively encouraging positive behaviour to enable their progress back into a mainstream setting or appropriate placement.
5. Support pupils in social and emotional well-being, generally providing pupils with positive feedback and praise to reinforce and sustain pupils' efforts and develop self-reliance and self-esteem; report problems to the teacher, or as appropriate and in-line with Academy policy and procedures, such as health and safety, child protection, behaviour management.

6. Establish a supportive relationship based on the PACE (playfulness, acceptance, curiosity and empathy) approach with those children recognised as requiring alternative provision, developing methods of promoting and reinforcing self-esteem and developing independent life skills.
7. As directed by your line manager, monitor pupils' responses to learning and feedback to the teacher on pupils' progress and record basic pupil data in line with Academy procedure.
8. Assist in play-time supervision including facilitating games and activities, encouraging and promoting independence for pupil development as appropriate, and support pupils with medical and personal hygiene needs.
9. Assist with special activities and extracurricular activities across the Academy, such as sports days, plays, concerts, open days, day trips, and educational visits.
10. Provide general administrative support as required and directed by your line manager.
11. Actively participate in weekly meetings and training, contributing to the review of policies and operational procedures for the continual development of the effectiveness of the Inclusion Centre.

Other Duties

You are required to undertake such other duties appropriate to the grade and content of the work as may reasonably be required of you. Therefore, the list of duties in this job profile should not be regarded as exclusive or exhaustive. Please note that, in consultation with you, The University of Chichester Academy Trust reserves the right to update your job profile to reflect changes in, or to, your post.

Equality and Inclusion:

We believe that everyone has the right to be treated equally and that the diversity of individuals and groups should be embraced, valued, and respected. We are committed to eliminating any form of discrimination be it direct, indirect, harassment or victimisation, and to support this the School has a number of policies that you should ensure you are familiar with and compliant to. All policies are available from the Headteacher. Any breaches may lead to termination of employment.

Right to Work:

Current British and European Law states that a person cannot be employed to this post if they do not have permission to live and work in the UK. For further guidance and information contact the Headteacher.

Health & Safety:

To ensure an effective and safe environment that promotes the welfare of children and staff, you will take responsibility to be aware of the risks in the work environment and their potential impact on your own work and that of others. You should familiarise yourself with the School's Health and Safety policies.

Sustainability and Environment:

The University of Chichester Academy Trust is committed to sustainable development and environmental initiatives and supports the School in continuously seeking to find ways to improve its environmental performance. Staff are required to support these aims.

Data Protection:

You will be responsible for ensuring that workplace responsibilities such as confidentiality, treatment of personal information and records management are carried out in compliance with the requirements of the Data Protection Act 1998 and the Employment Practices Data Protection Code 2002.

Safer Recruitment:

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment.

Staff will be subject to a satisfactory Disclosure Service certification as part of the recruitment process. Further information about the Disclosure and Barring Service is available from the DBS website at www.homeoffice.gov.uk/dbs.

Principal Attributes and Person Specification:

Essential requirements are those, without which, the candidate would not be able to do the job. It is expected that the post holder will have the knowledge and qualifications indicated or equivalent qualifications and experience.

Desirable requirements are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

	Essential	Desirable	Evidenced through
Knowledge and Qualifications	<p>GCSE Grade C or above in Mathematics and English Language, or equivalent qualification or skill level</p> <p>Awareness of the National Occupational Standards for Supporting Teaching and Learning at level 2</p> <p>General understanding of effective strategies that underpin positive behaviour at primary school level; recognising the importance of good relationships with children as a basis for positive behaviour choices.</p> <p>General awareness of the current Special Educational needs and disability Code of Practice</p>	<p>Higher qualifications relevant to the duties of the post</p> <p>Knowledge of safeguarding & Health and Safety requirements within a primary school environment</p> <p>Awareness of the primary national curriculum</p> <p>ELSA Qualified</p> <p>Have a knowledge of language development and Speech and language interventions</p>	<p>Application Interview References</p>
Skills	<p>Good interpersonal and communication skills that enable instructions to be understood by pupils at differing levels that promotes learning and understanding</p> <p>Ability to communicate effectively and build good working relationships with staff, parents, carers and other stakeholders relevant to the post</p> <p>Relevant skills to follow and deliver an intervention programme plan successfully</p> <p>Relevant skills that enable effective review and feedback on child progress</p> <p>Problem solving skills that enable a pro-active and effective approach in supporting pupils for continued improvement</p> <p>Computer literate with the ability to positively promote the use of ICT in pupil learning</p> <p>Good spelling skills</p>	<p>Ability to adapt the support to ensure personalised learning that is motivating, engaging and fun.</p>	<p>Application Interview References</p>
Experience	<p>Establishing and maintaining positive relationships with children that encourages and enables child development</p> <p>Experience of implementing strategies that</p>	<p>Teaching Assistant in a primary school setting</p> <p>Experience of working within an Academy</p>	<p>Application Interview References</p>

	<p>promote positive behaviour</p> <p>Working with young children in a relevant environment</p>	<p>Experience of successfully delivering a specific programme of support to an individual or small group of children</p> <p>Experience and understanding of the PACE approach</p>	
Personal attributes	<p>Positive and approachable, with patience and the presence to inspire confidence and trust, combined with an enthusiasm to see children progress and develop</p> <p>Willing to work flexibly as the needs and demands of the Academy fluctuate</p> <p>Adaptable and sensitive when dealing with challenging and sometimes demanding situations with the ability to be reflective and self-critical and to respond to feedback, understanding the need for confidentiality</p> <p>A nurturing and empathetic nature which will support and develop the wellbeing of all pupils</p> <p>Strong working ethos with a high level of commitment to the Academy and its values</p> <p>Ability to work effectively as part of a team and form positive relationships with pupils, parents and carers, colleagues and the wider community</p>		Interview References

November 2022