

Melbourn Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

We are a happy and caring school with a strong sense of community. Learning is at the centre of all we do; we strive to provide a dynamic and inspiring education which appeals to the many interests of the children.

We work hard and strive for excellence; our aim is that everyone in our school reaches the highest standards of achievement possible whilst becoming confident and independent.

TEACHING ASSISTANT (LEVEL 2)

Accountable to: Headteacher, Deputy Headteacher & SENDCo

PURPOSE OF THE JOB

Support the classroom teacher to facilitate the active participation of all children (particularly those with Special Educational needs and/or disabilities) in the academic and social activities of the school.

Contribute to raising standards of achievement for all pupils.

PRINCIPAL ACCOUNTABILITIES:

1. Support for children

- In conjunction with the classroom teacher, adapt lessons to meet the needs of individual children and small groups.
- Take responsibility for delivering learning activities with small groups who would benefit from a different learning approach as agreed.
- Work closely with teaching staff, other TAs and the SENDCo to close the attainment gap between individual pupils/groups of pupils and their peers.
- Establish and maintain supportive relationships with individual pupils, small groups to ensure that they understand and can achieve the tasks.
- Provide learning support to all children with a particular focus on those with special educational needs, disabilities and/or where English is not their first language.
- Develop a secure knowledge of the learning support needs of individual pupils.
- Identify where pupils are struggling to engage with a particular topic and support them in understanding the information in order to complete the work.
- Take every opportunity to develop children's independence.
- Encourage and promote inclusion in the classroom, ensuring all pupils feel involved with tasks and activities.
- Motivate and encourage children by providing levels of individual attention, positive feedback, reassurance and help, as appropriate to the child's needs.
- Provide additional pastoral support (nurture) to individuals when requested by the class teacher or SENDCo.



- Adopt a proactive therapeutic approach to managing behavior, including anticipating and taking action to prevent potential problems arising.
- Follow individual pupils' plans (including but not limited to Education, Health and Care Plans, Risk Reduction Plans, Personal Emergency Evacuation Plans, and Learning Plans)
- Carry out intimate care following a pupil's intimate care plan where appropriate.
- Encourage pupils to interact with others and engage in activities led by teaching staff.
- Support the use of technology in learning activities (where appropriate), developing pupils' competence and independence in its use.
- Be a good role model to pupils in terms of behavior and attitude.
- Help with the gathering of pupil voice in order to facilitate a person-centered approach to the support offered to each child.
- Provide targeted support to enhance learning and improve attainment.

2. Support for the teacher

- Deliver small group and one-to-one interventions under the direction of the teacher.
- Monitor and track progress and provide feedback to assist in developing next steps for children.
- Follow the marking policy to assist with feedback for the children that are being supported with their learning.
- Undertake support activities for the teacher as required, e.g. photocopying, preparation of materials, mounting displays.
- Organise the learning environment and develop classroom resources as required.

3. Support for the school

- Develop and maintain effective working relationships with other staff and parents or carers.
- Contribute to the maintenance of a safe and healthy environment.
- Support playground supervision and the provision of first aid.
- Assist with school trips, events and activities.
- Know and apply school policies on child protection, health and safety, behaviour, teaching and learning, marking and feedback and equal opportunities etc.
- Maintain confidentiality about the role and the pupils' needs.

4. Professional development

- Actively participate in professional development and staff training events appropriate to the role.
- Provide the school with feedback on any training or professional development undertaken by completing your training log.
- Report professional development progress to an assigned mentor and set goals for further professional development.



**Melbourn
Primary School**

Growing, Exploring and Achieving Together

Variation Clause:

1. This is a description of the job as it is constituted at the date shown. It is the practice of the school to periodically examine job descriptions, update them and ensure that they relate to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the Headteacher/Manager in consultation with the post holder.
2. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to the job description following consultation.

Flexibility Clause:

1. Other duties and responsibilities express and implied which arise from the nature and character of the post within the school mentioned above or in a comparable post in any of the school's other sections or departments.

Read and accepted by:

Signature:	Name:	Date:
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