



First Steps Enterprise Limited & Farnborough Road Infants School

Job Combined: Teaching Assistant Level 2 (17.5 hours) and Welfare Assistant (6.25 hours); total hours = 23.75 hours per week.

**Salary: TA hours – from £11.49 per hour (pro-rata of £21,575)
Welfare - £10.79 per hour (pro-rata of £20,258)**

Term-time only; leave allowance added onto wage.

Initially fixed term to 31st August 2024.

Am exciting opportunity has arisen in Farnborough Road Infants School in Birkdale in Southport for a Teaching Assistant combined with additional welfare hours. The Teaching Assistant hours are to provide support in class over five mornings. The successful candidate will have the skills and dedication to provide this support. The welfare hours are an opportunity for additional hours each lunchtime.

OVERVIEW

Candidates would be:

- Committed to raising standards, ensuring children achieve their full potential in acquiring the essential skills needed within the EYFS or Key Stage 1 or 2.
- Adaptable and able to work on their own initiative.
- Able to support pupils who have special needs, especially Complex Needs, ASD and speech & language difficulties for 1to1 roles.

We can offer the successful candidate:

- A supportive team of colleagues.
- An attractive, engaging and safe environment.

RESPONSIBLE TO

School/Workplace: Assistant Headteacher or Headteacher

Employer (First Steps) – Managing Director

RESPONSIBLE FOR

Teaching assistant duties

JOB PURPOSE

To work with and supervise individuals and groups of children under the direction/instruction of teaching and/or senior staff, and be inclusive of specific individual learning needs, enabling access to learning for all pupils and assistance and support in classroom management and behaviour techniques.

MAIN DUTIES

Support for the Pupil

- Establish good working relationships with pupils, acting as a role model.
- Be aware of and respond appropriately to individual pupil needs ensuring effective interaction.
- Provide specific support to pupil, dependent upon their individual needs ensuring their safety whilst supporting access to learning activities.
- Promote inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Promote self-esteem and independence.
- Provide feedback to pupils in relation to progress and achievement under the guidance and direction of the teacher.

Support for the Teacher

- Provide minimal clerical/administration support (e.g. photocopying, typing, filing, collecting money, etc)
- Assist with the display of children's work.
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
- In liaison with the teacher, utilise strategies to support pupils in achieving learning goals.
- Report pupil achievements, progress and issues as appropriate in agreed format.
- Undertake pupil record keeping as requested.
- Administer routine primary tests and invigilate exams.
- Promote good pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy.
- Establish constructive relationships with parents/carers.

Support for the Curriculum

- Undertake structured and agreed learning activities/learning programmes, taking into consideration pupil learning styles.
- Undertake literacy/numeracy programmes, recording achievements and progress and providing appropriate reports and feedback for the teacher.

- Support the use of IT in learning activities and develop pupils' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

Support for the School

- Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned).
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the school ethos, aims and development/improvement plan.
- Appreciate and support the role of other professionals.
- Attend relevant meetings as required.
- Participate in training and other learning activities as required.
- Assist with the supervision of pupils out of directed lesson time, including before and after school if appropriate and within working hours.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.

Welfare Assistant Duties

- Responsible for securing the safety, welfare and good conduct of pupils during the midday break period.
- Assist teaching staff with supervision of washing of hands before the meal and the orderly entry of children through the school, to and from the dining hall.
- Supervision of pupils in the dining hall including general advice on table manners and procedures e.g. correct use of knife and fork.
- Supervision of pupils in playground areas and on school premises before and after lunch. This includes assisting in appropriate activities in wet weather.
- Ancillary associated duties, e.g. cleaning up spillages, ensuring tables are clean, administering simple first aid etc., to ensure maintenance of good order and discipline.

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

Person Specification

	Essential (E)/ Desirable (D)
<u>Skills</u> - Ability to work effectively within a team environment, understanding classroom roles and responsibilities. - Ability to build effective working relationships with all pupils and colleagues. - Ability to promote a positive ethos and role model positive attributes. - Good personal numeracy and literacy skills	E E E E
<u>Knowledge and Understanding</u> - General understanding of EYFS / National Curriculum and other basic learning programmes/techniques (within specified age range/subject area) - General awareness of inclusion, especially within a school setting - Experience of resources preparation to support learning programmes. - Effective use of IT to support learning. - Understanding of other basic technology – video, photocopier	E E E E E
<u>Qualifications and Training</u> - Minimum 2 years experience of working with and/or caring for children within specified age range/subject area or NVQ II or equivalent in teaching assistance. - Above within an educational setting - Willingness to participate in relevant training and development opportunities. - Training in English (Phonics) and Mathematics - Training in special educational needs strategies - Willingness to undertake appointed person certificate in first aid administration	D D E D D D
<u>Professional Values and Practice</u> Must be able to demonstrate the following: - High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements. - Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners. - Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work. - Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice. - Able to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning. - Able to improve their own practice through observations, evaluation and discussion with colleagues	E E E E E E