



West Down Primary School
 West Down
 Ilfracombe
 Devon
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Berrynarbor VC Primary School
 Berrynarbor
 Ilfracombe
 Devon
 EX34 9SE
 01271 883493

Co-headteachers: Mrs Susan Carey, Mrs Faye Poynter
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Job Vacancy - JOB DESCRIPTION

Job Title	Teaching Assistant – two practitioners needed
Qualifications needed	Early Years level 3 & paediatric first aid (preferred)
Location	Cherry Class West Down School
Reporting to (job title)	Class Teacher and Pre School Leader
Age range	Foundation Stage Class
Grade	B
Hours	<u>POSITION 1</u> 1:1 SEN support with a child with autism <i>(See job description for further details)</i> 10 hours per week – split over 5 days - TEMPORARY
	<u>POSITION 2</u> 1:1 With a child with complex medical needs <i>(See job description for further details).</i> 10 hours per week – split over 5 days – TEMPORARY <i>Due to increase to a maximum of 15hours per week.</i>

The main purpose of the job is to:

Practitioner 1: We are like looking for an experienced early Years practitioner to join our team to work 1:1 with a child with autism. You will be working alongside other members of staff delivering an individualised learning plan as well as supporting the child in day to day activities and personal care. Experience of delivering a total communication approach is desirable but training can be given.

Practitioner 2: We are looking for an enthusiastic TA to work 1:1 with a child in our school with complex medical needs. Experience of thrive, using visual timetables and social narratives desirable but not essential. Working with the team to deliver a PACE model of support.

To work under the direct instruction of teaching/senior staff, usually in the classroom with the teacher, to support access to learning for pupils and provide general support to the teacher in the management of pupils and the classroom. Work might occasionally, but not regularly, take place outside the main teaching area.

This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.

Main duties and responsibilities:

To work under direct supervision/instruction to support access to learning by:

- Attending to the welfare and personal care of pupils including those with special educational needs
- Working with small groups or one to one
- Undertaking general clerical/organisational support for the teacher

DUTIES

Support the teacher by:

- Preparing the *Learning Environment* as directed for lessons and clearing afterwards
- Assisting with the display of pupils work
- Being aware of pupil problems/progress/achievements and reporting these to the teacher as agreed
- Undertaking pupil assessment and record keeping as requested as a **Key Worker** using the online journal Tapestry.
- Being aware of/working within planned learning activities
- Occasional contribution to planning e.g. for individual pupils, general literacy/numeracy
- Working with the teacher in managing pupil behaviour and reporting difficulties as appropriate
- Gathering/reporting information from/to parents/carers as directed as a **Key Worker**
- Providing clerical/administrative support e.g. photocopying, filing, collecting money etc.

Supporting pupils by:

- Supervising and providing support for pupils, including those with special needs, ensuring their safety and access to learning
- Attending to the pupils personal needs, and implementing related personal programmes, including social, health, physical, hygiene, first aid and welfare matters.
- Establishing good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs
- Promoting the inclusion and acceptance of all pupils
- Encouraging pupils to interact with others and to engage in activities led by the teacher
- Encouraging pupils to act independently as appropriate

Support the curriculum by:

- Supporting pupils to understand instructions
- Supporting pupils in respect of local and national learning strategies (Early Years) as directed by the teacher
- Supporting pupils using ICT as directed
- Preparing and maintaining equipment/resources as directed by the teacher and assisting pupils in their use within the continuous provision.
- Helping to maintain a safe, stimulating and secure learning environment.

Main duties of a Keyworker

- **To provide for the emotional needs of the child, to comfort and reassure**
- **To care for the child**
- **To contribute to and ensure that our provision takes into account each child's race, culture, religion, language and family values.**
- **To liaise with parents/carers**
- **To observe the child's progress and with parent's/carers permission, keep records of their child's interests and development**
- **To meet the parents/carers at the beginning and end of each academic year and at other times when required.**
- **To be available to speak to the parents/carers at the beginning and end of sessions.**
- **To liaise with the other settings on the progress and the welfare of the child.**
- **If necessary to liaise with the allocated member of staff who is responsible for Child Protection.**
- **To liaise with the parents/carers and Special Education Needs Co-ordinators if there is any concern such as language, hearing or other areas.**

- The keyworker will ensure parents/carers are always contacted about any concerns involving their child.
- The keyworker will respect confidentiality

Support the school by:

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop
- Contributing to the overall ethos/work/aims of the school
- Appreciating and supporting the role of other professionals
- Attending relevant meetings as required
- Participating in training and other learning activities and performance development as required
- Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtimes as required
- Accompanying teaching staff and pupils on visits, trips and out of school activities as required.

Category	Requirements	Essential/ Desirable	Method of Assessment ¹¹
Education/Training	<p>Good numeracy/literacy skills</p> <p>Requirement to participate in training/development as/when identified by line manager as essential for performance of the post</p> <p>Willingness to participate in other development and training opportunities</p> <p>Completion of DCC TA Induction Programme, or (if not completed) a requirement to do so, ideally within first 6 months of appointment</p>	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>	<p>A</p> <p>A, I</p> <p>A, I</p> <p>A, I</p>
Experience	Working with or caring for children of relevant age, or completion of the DCC TA Access Course	Essential	A, I
Skills/Abilities	<p>Ability to use technology to a basic level – e.g. computer, video, photocopier etc.</p> <p>Ability to relate well to children and adults.</p> <p>Ability to fulfil all spoken aspects of the role with confidence and fluency in English.</p> <p>Ability to work constructively as part of a team, to understand classroom roles and responsibilities and to understand own position within these</p>	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>	<p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p>

