



Job Description

Job Title:	Teaching Assistant – Level 3 (Supporting and Delivering Learning) First Aid Supervisor/ Play Leader	School Name:	St. Jude’s C of E Primary School
Grade and Range:	Grade 5 – scp 16 - 23	Hours:	8.45am to 3.30pm 30 hours
Reports to:	SEND Manager / Deputy Head Headteacher	Working Pattern:	Term Time only 45 minutes break daily (1x 30 minutes/1x 15 minutes)
		Supervises:	TAs at lunch break

Purpose and context:	<p>To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. Staff may also supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task. Cover Supervisors will need to respond to questions and generally assist pupils to undertake set activities.</p> <p>Assisting the Headteacher in securing the safety and welfare of pupils during the midday break. This will involve effective supervision of pupils in and about the premises and site(s) of the school and leading a team of Midday Supervisors in accordance with the general instructions of the Headteacher.</p>
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Principle Accountabilities:

SUPPORT FOR PUPILS

- Use specialist (curricular/learning) skills/training/experience to support pupils
- Assist with the development and implementation of SEN support programmes
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

SUPPORT FOR TEACHERS

- Work with the teacher to establish an appropriate learning environment
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitor and evaluate pupils’ responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- Undertake marking of pupils’ work and accurately record achievement/progress
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
- Administer and assess routine tests and invigilate exams/tests
- Provide general clerical/admin support e.g. administer coursework, produce worksheets for agreed activities etc.



SUPPORT FOR THE CURRICULUM

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Implement local and national learning strategies e.g. literacy, numeracy, KS2, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Help pupils to access learning activities through specialist support
- Determine the need for, prepare and maintain general and specialist equipment and resources

SUPPORT FOR THE SCHOOL

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Undertake planned supervision of pupils' out of school hours learning activities
- Supervise pupils on visits, trips and out of school activities as required
- Deliver out of school learning activities within guidelines established by the school
- To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Southwark Safeguarding Children's Board and the school's safeguarding policy
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Playleader duties include

- Ensuring that the programme of activities delivered is interesting, valuable and appropriate to the children using the facilities by providing a variety of play and learning opportunities and identifying and accommodating changing needs
- Maximising the learning value of the activities by planning and evaluating activities
- Check that play conditions conform to the appropriate health and safety standards and are suitable for the group and activity planned. Contribute to the corporate responsibility for continuously checking that the premises, fences, gates, etc are secure, reporting defects promptly to the Premises Officer.
- In conjunction with the Senior Midday Co-ordinator, liaise with other supervisors to share activities and skills to ensure a range of activities. Support and advise less experienced supervisors in activities.
- Lead groups of children in specific sport, game craft and learning activities. Manage behaviours and adapt the activity to meet the needs of groups or individuals. Preparing for activities.
- Records of any inappropriate behaviour should be recorded and a weekly feedback given to the deputy
- Timetable activities during break and playtimes and managing supervisors

First Aid Supervisor duties include

- Lead first aid provision, comforting sick or injured pupils. In emergencies, liaising with the designated first aider, senior staff and medical professionals, accompanying children to hospital or doctors as necessary
- Support SEND Manager in keeping medical files up to date
- Ensure that first aid equipment and resources is adequate and order as needed using given budget
- Ensure that first aid and medical incidences are recorded as the school procedures; teachers and parents are informed of incident



Supervision and control of pupils in the playground and about other school premises, including:

- Where appropriate, collecting pupils from classrooms if going straight into the playground, ensuring they are adequately dressed for the prevailing weather conditions and that they have the appropriate medical aids with them where necessary
- Where appropriate, assist/supervise pupils with their general hygiene requirements (washing, toileting changing clothing etc. in accordance with school policy) prior to entering the dining room
- Organising dinner queue and entrance of pupils into dining hall and from dining hall to playground, ensuring good behaviour and a calm atmosphere.
- Encouraging pupils to eat (including those with packed lunches), especially those with special needs or disabilities. Being aware of pupils on special or restricted diets for medical reasons from information provided at the school. Assisting pupils with cutting up food, pouring liquids, eating, using specially adapted cutlery, plates etc. where necessary, encouraging self-help where appropriate
- Encouraging social skills and good table manners, ensuring safety with knives and forks. Ensuring pupils tidy/clear up in a satisfactory manner where appropriate
- Cleaning up spillages when food is spilt or dropped where such spillages are hazardous to pupils/staff
- Supervision and control of the school entrance during lunch break to ensure children do not leave the playground without permission/authorisation
- Check on any strangers who may enter school premises in accordance with school guidelines, be observant of any loiterers and report to Headteacher/Senior Midday Supervisor
- Direction of pupils to the playground and supervision of their activities and behaviour, ensuring their safety and well being, providing emotional support where necessary
- Preventing bullying, being aware of changes in friendships, encouraging socialising, play etc. Actively interacting with pupils and engaging in purposeful play activities, mobility programmes etc
- Being aware of mood changes in pupils and dealing with as appropriate in accordance with agreed practices regarding discipline, physical restraint and reporting
- Preventing any dangerous/potentially dangerous activities. Dealing with any unacceptable or challenging behaviour under the direction of guidelines in operation at the school
- Supervision and control of pupils inside school premises when they are not allowed outside in inclement weather. Occupying pupils in various games and activities
- Ensuring in accordance with instructions given that all pupils return to the care of teachers at the end of the lunch periods.

General Statements

- Required to carry out all reasonable duties and responsibilities of the post in accordance with the Councils' policies and procedures and standing orders.
- Any other duties of an appropriate level and nature will also be required as directed by the Headteacher
- Enactment of Health and Safety requirements and initiatives as appropriate
- All employees are required to declare any conflict of interest that may arise before or during their employment.
- Any outside activities, either paid or unpaid, must not in the view of the School conflict with or react detrimentally to the Authority's interest, or in any way weaken public confidence in the conduct of the School's business.
- Undergo and meet school conditions for a satisfactory enhanced CRB check.
- Must comply with all equality legislation, policies and procedures; actively promote ways of eradicating and challenging racism, prejudice and discrimination through the School's policies and procedures.
- To have due regard for safeguarding and promoting the welfare of children and young people, and to follow the child protection procedures adopted by the Southwark Safeguarding Children Board.



	<ul style="list-style-type: none">▪ Being aware of responsibilities under the Data Protection act for the security, accuracy and relevance of information held and maintained.▪ Treating all information acquired through your employment, both formally and informally, in strict confidence▪ To demonstrate a commitment to good customer care.▪ Any other duties of an appropriate level and nature will also be required.
To contribute as an effective and collaborative member of the School Team	<ul style="list-style-type: none">▪ Participating in training to be able to demonstrate competence.▪ Participating in first aid training as required.▪ Participating in the ongoing development, implementation and monitoring of the service plans.▪ Contributing in meetings and being a supportive member of the school team.



Person Specification

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		Essential (E) or Desirable (D)	How assessed (A / I / T)
Knowledge / qualifications:	<ul style="list-style-type: none"> ▪ NVQ 3 for Teaching Assistants or equivalent qualification or experience ▪ Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area e.g. dyslexia, ICT, maths, English, etc. ▪ Appropriate first aid training ▪ Can use ICT effectively to support learning ▪ Use of other equipment technology – video, photocopier ▪ Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation ▪ Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies ▪ Understanding of principles of child development and learning processes 	E E E E E E E E	A T A A I I I I
Experience:	<ul style="list-style-type: none"> ▪ Experience of working with or caring for children of relevant age ▪ Experience of managing a team in a learning setting 	E D	A I
Aptitudes, skills and competencies:	<ul style="list-style-type: none"> ▪ Excellent numeracy/literacy skills ▪ Ability to self-evaluate learning needs and actively seek learning opportunities ▪ Ability to relate well to children and adults ▪ Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these 	E D E E	T A T I
Special conditions:	<ul style="list-style-type: none"> ▪ Motivated to work with children & young people. ▪ Ability to form & monitor appropriate relationship & personal boundaries with children & young people. ▪ Emotional resilience in working with challenging behaviours. ▪ Appropriate attitudes to use of authority & maintaining discipline. ▪ The postholder may be required to work outside of normal school hours on occasion, with due notice. ▪ All postholders will be required to undertake an enhanced DBS check. Individuals on the children's barred list (and adults barred list where relevant) should not apply. ▪ An understanding of the principles of Keeping Children Safe in Education 2015 and a commitment to ensuring the health, safety and wellbeing of all children. 	E E E E E E E	I A A I A A A