

Job description: Additional Needs Teaching Assistant

Job details

Job title: Additional Needs Teaching Assistant (ANTA)

Salary: Grade 3 – 4 (experience dependent)

Hours: 35 hours per week

Contract type: This is a temporary post for the duration of the child's time at our school (up to 4 years)

Reporting to: Inclusion Lead as line manager & Headteacher

Start date: 6th September 2021

Main purpose

To work with and support an identified child with social and communication difficulties on a one to one basis. The successful person will need to have completed the sensory workshop provided by Occupational Therapy or be willing to complete that on employment.

To assist teachers in providing a learning environment that enables all children to access the curriculum and learn to the best of their ability.

The ANTA will:

- Work with a named child with ASD, as directed by the class teacher and/or SENCo, to support subjects and learning across the whole curriculum;
- To establish a supportive, caring and secure relationship with the child, promoting respect, self-esteem and a positive, inclusive whole school ethos;
- Develop knowledge and understanding of the specific social communication, academic, physical and emotional/behavioural needs of the child and respond to them effectively;
- To assist the class teacher/SENCo with the planning, development and delivery of suitable programmes of work for the pupil;
- To support class teachers to design, create and produce learning activities, materials and resources to support aspects of the curriculum or particular learning outcomes, and to assist and support the child in using them;
- To help, support and motivate the child, clarifying instructions, encouraging independent learning and behaviour and enabling learning targets and outcomes to be achieved;
- To contribute to monitoring and recording pupil progress, maintaining records and providing relevant feedback to teachers;
- Work with class teachers to raise the learning and attainment of pupils;
- Promote pupils' independence, self-esteem and social inclusion;
- Give support to the pupil, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement;
- Work with pupil(s) providing specialist assistance who need particular help with social communication and sensory needs.

Duties and responsibilities

Teaching and learning

- Provide one to one support and attending to the needs of a pupil with special needs;
- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND);
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities;
- Use effective behaviour management strategies consistently in line with the school's policy and procedures;
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment;
- Organise and manage teaching spaces and resources to help maintain a stimulating and safe learning environment;
- Observe pupil performance and pass observations on to the class teacher;
- Supervise a class if the teacher is temporarily unavailable in the named child's absence;
- Use ICT skills to advance pupils' learning;
- Undertake any other relevant duties given by the class teacher.

Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role;
- Read and understand lesson plans shared prior to lessons, if available;
- Prepare the classroom for lessons.

Working with colleagues and other relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher;
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision;
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupil they work with;
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers;
- Collaborate and work with colleagues and other relevant professionals within and beyond the school;
- Develop effective professional relationships with colleagues.

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision;
- Make a positive contribution to the wider life and ethos of the school.

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy;
- Look after children who are upset or have had accidents.

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness;
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school;
- Take part in the school's appraisal procedures.

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school;
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality;
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community;
- Respect individual differences and cultural diversity.

The ANTA will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the post holder will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the head teacher or line manager.

Person specification

CRITERIA	QUALITIES
Qualifications and experience	<ul style="list-style-type: none"> ➤ Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or other relevant qualification in nursery work or childcare (desirable) ➤ GCSEs at grades 9 to 4 (A* to C) including English and Maths (desirable) ➤ Experience of working with children with social communication difficulties
Skills and knowledge	<ul style="list-style-type: none"> ➤ Good literacy and numeracy skills ➤ Good organisational skills ➤ Ability to build effective working relationships with pupils and adults ➤ Skills and expertise in understanding the needs of all pupils ➤ Knowledge of how to help adapt and deliver support to meet individual needs ➤ Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils ➤ Excellent verbal communication skills ➤ Active listening skills ➤ The ability to remain calm in stressful situations ➤ Knowledge of guidance and requirements around safeguarding children ➤ Good ICT skills, particularly using ICT to support learning ➤ Understanding of roles and responsibilities within the classroom and whole school context ➤ Appropriate knowledge of First Aid (desirable) ➤ Appropriate knowledge of Data Protection ➤ To have completed the sensory workshop provided by Occupational Therapy (or be willing to complete that on employment) ➤ Knowledge and understanding of autism through formal training and/or through personal learning and previous experience, and a willingness to grow their understanding in this area
Personal qualities	<ul style="list-style-type: none"> ➤ Enjoyment of working with children ➤ Sensitivity and understanding, to help build good relationships with pupils ➤ Creative approach to problem solving and teaching ➤ A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school ➤ Commitment to maintaining confidentiality at all times ➤ Commitment to safeguarding pupil's wellbeing and equality

Application Deadline: Midday – 7th July 2021

Interview on: Wednesday 14th July 2021