



Job Description

School: Firs Primary School	Location: Raven Street, Derby DE22 3WA
Job Title: Teaching Assistant & Learning Mentor	Salary Range: Grade E SCP 10 – 14 (£26,835 - £28,624 pro-rata for term time only)
Hours: 35 hours per week x 39 weeks	Responsible to: Headteacher / SLT / Teachers

Purpose of the Post

To provide support to the Headteacher and Teachers across a range of child-centred activities, which promote child development and learning; working with individual children or groups of children, who may have EAL or SEN, as directed by the Teachers or Senior Leadership Team. To support pupils who are facing difficulties in school because of issues related to social, emotional, personal, behavioural problems or other factors. To help these pupils overcome their barriers to learning and fully engage with lessons to become more effective learners, and to improve academic and pastoral progress.

Main Duties and Responsibilities

Teaching Assistant role

- To promote and actively support the values and vision of the school.
- To provide a secure, caring and enriching environment, promoting the inclusion, acceptance and self-esteem of all children.
- To act in accordance with the school's policies and procedures and relevant legislation, particularly in relation to Safeguarding, Child Protection and Behaviour Management.
- To promote development and learning, physical, emotional and social education of all children in line with EYFS, Key Stage 1 and Key Stage 2 requirements and guidance.
- To participate with other team members in the development, planning, implementation and evaluation of learning programmes for individuals and groups of children.
- To participate in the development and delivery of school, local and national initiatives.
- To monitor and contribute to the Assessment and Recording of children's development, and be involved in the sharing of that information with other professionals and parents, as required.

- To contribute to the development and delivery of specific support programmes; e.g. individual or group interventions, MEPs, EHC Plans, Behaviour Plans, etc.
- To participate in, and contribute to, discussions and reviews of Pupil Progress.
- To help organise and participate in meetings with parents/carers and other professionals.
- To participate in, and contribute to, staff meetings, morning briefings, training and INSET.
- To develop and maintain good working relationships with children, staff, parents and professionals from external agencies.
- To provide support to school activities including; playtimes, lunchtimes, extra-curricular activities and visits.
- To prepare support material and resources for education programmes, activities and the learning environment; e.g. displays, photocopying, etc.
- To be responsible for the organisation, implementation, evaluation and planning of specific learning programmes for individuals and groups of children in consultation with the class teacher, Leadership Team or other professionals.
- To provide occasional cover for classes in the absence of the teacher, as required.
- To assist with resolving behavioural and emotional problems of children, considering the school's Positive Behaviour Policy.
- To provide first aid and pastoral support for children, including the changing and cleaning of children, along with the school environment, as a result of illness or accidents.
- To support children's personal hygiene, which could include, toilet training, changing wet/soiled clothes, and if necessary, changing nappies.
- To contribute to the planning of school activities and visits.
- To undertake any other duties commensurate to the level of the post.

Learning Mentor role

- Identify pupils or groups of pupils who are facing learning difficulties, and put initiatives in place to address the barriers to learning they're experiencing
- Promote and support inclusion for all pupils, including those with special educational needs (SEN), English as an additional language (EAL) or with a physical disability
- Develop individual and group mentoring programmes, creating space for pupils to receive academic and personal support from staff and peers
- Develop action plans for pupils facing particular difficulties, and work with staff and parents/carers to put them in place
- Support pupils' successful transition to the next phases of education
- Work with parents/carers, pupils and staff to create open discussions about pupils' needs, the school's expectations and what appropriate support looks like
- Work with pupils to demonstrate and encourage good behaviour in line with the school's behaviour policy
- Support the physical and emotional wellbeing of pupils, encouraging confidence and self-esteem through listening to them, and through individual and group support
- Follow all relevant legislation, guidance and procedures regarding child protection, safeguarding, and health and safety
- Support the attendance and punctuality of all pupils, and work to improve attendance rates where issues are identified, recognising how this links to pupils' wellbeing
- Work collaboratively with appropriate external agencies to support pupils' development and progress
- Take the lead in family learning activities