

Post title:	Advanced Teaching Assistant (ATA)
Grade:	E
Responsible to:	Head Teacher / Deputy Headteacher (SENCO) Early Reading and Phonics Lead
Staff managed:	None
Directorate:	Children's and Young People's Service
School name:	Easingwold Primary School
Job family:	E - Education/School
Date of issue:	October 2024

Context Statement

- This school is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.
- The school is committed to supporting the needs of all children so that they can fulfil their full potential. This includes supporting children with their Social, Emotional and Mental Health (SEMH) needs and wellbeing. We expect all staff and volunteers to share this commitment.
- The school supports access to the curriculum for all children as part of NYC's commitment to inclusive education
- The school is inclusive to all children and will support their individual needs. In line with the school's commitment to ensure access to education for all children, the school may require staff to support children/s medical needs (loco parentis) in line with a healthcare plan. Where required, additional training will be provided as appropriate, and an additional allowance may be an entitlement whilst undertaking such duties.
- All school employees are responsible for contributing to a learning environment that is innovative, engaging, happy and fulfilling for all pupils, and for ensuring all pupils' safety and welfare
- Advanced Teaching Assistants are based in schools and educational settings, responsible for assisting and contributing to the planning, delivery and evaluation of the learning process. The postholder will typically work with groups of learners, under the supervision of a qualified teacher. They can be responsible for working within a specific area (e.g. pastoral, behaviour, SEN), depending on the needs of the educational establishment.
- Can be responsible for working within a specific work area, e.g. Pastoral, Behaviour or SEN

Job purpose

To work, under the direction of the class teacher and other appropriate staff, in assisting in and contributing to the planning, delivery and evaluation of the learning process. The post holder will work in classes, or other appropriate locations with access to support and guidance, supervising groups and /or individual pupils.

To assist in the induction and development of classroom support staff as required.

To provide support to pupils including promoting pupils' independence, self-esteem, and social inclusion

**Supporting
Learning and
Development:**

- Assist in the planning and evaluation of learning and SEMH activities with the teacher. Deliver learning activities for individuals and groups of pupils under the professional direction and supervision of a qualified teacher, differentiating and adapting learning programmes to support the needs of allocated pupils
- Support pupils with special educational needs through assisting with the delivery of specific learning programmes in line with the individual education plan (IEP) targets and to IEP reviews, for example through working one to one or with a small group on phonics catch-up activities.
- Support the facilitation of pupils' access to educational provision as indicated by their Education, Health and Care Plan, where appropriately delegated
- With the class/subject teacher, plan and deliver small group interventions, with clear objectives and appropriate learning outcomes
- Monitor and record pupil responses and learning achievements and give appropriate feedback to teachers towards the overall assessment of pupil progress and attainment made by the teacher and other professionals
- Interact with pupils in ways that support the development of their ability to think and learn, including the use of careful questioning
- Support and assist in the development and implementation of appropriate behaviour management strategies in accordance with whole school policy
- Take account of the effects of different parenting approaches, backgrounds and routines, and be involved in home school liaison, as directed by the class/subject teacher
- Support pupils in their social and emotional wellbeing, in implementing related programmes, including those with additional SEND and wellbeing needs, physical needs and medical needs with training, encouraging and modelling positive behaviour in line with school policy.
- Escort and supervise pupils on educational visits and out of schools activities under the supervision of a teacher
- Undertake allocated supervision during breaktimes as required
- 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, for example through feeding back to the class teacher about progress that the pupil has made during a learning activity.
- Prepare for lessons appropriately including reading of materials shared prior.
- Establish rapport and respectful, trusting relationships and communicate effectively with pupils, their families and carers, and other agencies / professionals

Communication:

- Initiate appropriate and effective communication with the class teacher, and other professionals, forging and sustaining relationships across agencies
- Be clear about the level of instruction, procedures and guidance that this role works within
- Assess, record and report on pupils' attainment and progress within assessment and reporting processes
- Participate in meetings with other staff, external professionals and parents regarding pupils, in a support capacity to the teacher, who will normally lead on such matters
- Assist in the induction and development of classroom support staff, cascading information and good practice

**Sharing
Information:**

Safeguarding and Promoting the Welfare of Children and Young People:

Administration / Other:

- Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality
- Participate in staff meetings
- Share information confidentially about pupils with teachers and other professionals as required
- Carry out tasks associated with pupil's personal hygiene and welfare, including personal intimate care, physical and medical needs, whilst encouraging independence
- Be responsible for promoting and safeguarding the welfare and wellbeing of pupils in line with policy and legislation, raising concerns as appropriate
- Assist the teacher and work as directed in preparation of the classroom and resources for planned work to take place
- Undertake routine clerical duties as required
- Support the use of ICT and adhere to relevant policies
- Supervise and provide access arrangement for pupils sitting internal and external examinations and tests, ensuring that examinations comply with Examination Board Regulations
- Participate in appraisal, training and other performance management activities

Person specification:

Essential

Knowledge and Experience

- On entry, good understanding of child/ young people's development and learning processes
- Understanding of guidance and requirements around safeguarding children and young people
- Understanding of individual children and young people's needs
- An understanding that children/Young people have differing needs and knowledge of inclusive practice
- Appropriate experience working with children in an education setting
- An understanding of Behaviour management techniques – if this criterion is not met on appointment, this may be achieved through the induction and probationary period and may include the provision of appropriate training.
- An excellent working knowledge of the Little Wandle programme.
- Substantial experience of delivering Little Wandle interventions.

Occupational Skills

- Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with a range of staff, children, young people, their families and carers
- Behaviour management
- Good reading, writing and numeracy skills
- Demonstrable ICT skills and the ability to use ICT as part of the learning process
- Ability to understand of roles and responsibilities within the classroom and whole school context, and to work effectively as part of a whole school team

Desirable

- Knowledge of Child Protection policies and procedures
- Knowledge of Health and Safety legislation
- Experience in other relevant skills e.g. art/music/sport
- Experience of delivering evidence based interventions that accelerate learning
- Contributions to promoting the love of reading within school

<p>Behaviours</p> <ul style="list-style-type: none"> • Rigour • Demonstrable interpersonal skills • Ability to work successfully in a team • Able to exercise professional judgement • Confidentiality • Flexibility 	<ul style="list-style-type: none"> • Creativity
<p>Professional Qualifications</p> <ul style="list-style-type: none"> • Relevant NVQ Level 3 or equivalent (minimum English and maths skills at level 2). • Little Wandle initial training 	<ul style="list-style-type: none"> • Appropriate first aid training • Evidence of ongoing engagement in Little Wandle training
<p>Other Requirements</p> <ul style="list-style-type: none"> • To be committed to the school's policies and ethos • To be committed to Continuing Professional Development • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours and attitudes • An empathy for equality and diversity 	

You should use this information to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. You may be tested in some or all of the skill specific areas over the course of the selection process.