



FORRES SANDLE MANOR

Fordingbridge, Hampshire, SP6 1DS

# Teaching Assistant

## (Full time, permanent)

Forres Sandle Manor School is looking to appoint an organised and enthusiastic Teaching Assistant to join our bright and welcoming Pre Prep.

Adjoining the senior school buildings, the Pre Prep enjoy the full use of all of the stunning facilities on offer and are at the heart of the school site.

**Closing date:** Midday Friday 29th November 2024

**Start Date:** January 2025

**Salary:** £22,140 per annum

**Hours:** 8am - 5pm Monday to Friday, Term Time only

**We are committed to the safeguarding of children and young people and we expect all staff to share this commitment. All applicants will be subject to pre-employment screening, which includes an enhanced DBS, reference and social media checks prior to appointment.**

## Role Overview

- As an FSM Teaching Assistant, you will be working under the instruction or guidance of teaching staff or senior staff to undertake work or care for pupils or support to specific programmes. This is to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Your work may be carried out in the classroom or outside the main teaching area.
- Your essential support will be targeted into 4 areas: pupils, teachers, curriculum and FSM.

### **SUPPORT FOR PUPILS**

- Promoting the general progress and well-being of individual pupils and any class group of pupils assigned to the Teaching Assistant.
- Providing guidance and advice to pupils on educational and social matters; making relevant records and reports.
- Teaching the pupils assigned to the staff member, according to their needs, including the setting and marking of work to be carried out by the pupils.
- Assessing, recording and reporting on the development, progress and attainment of pupils.
- Supervising and providing particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.
- Assisting with the development and implementation of Individual Education Behaviour Plans and Personal Care programmes.
- Establishing constructive relationships with pupils and interacting with them according to individual needs.
- Creating an atmosphere which allows children and parents to feel confident and at ease, and in which the children can thrive and learn happily.
- Ensuring the class is safe and secure.
- Promoting the inclusion and acceptance of all pupils.
- Encouraging pupils to interact with others and engaging in activities led by the teacher.
- Setting challenging and demanding expectations and promoting self-esteem and independence.
- Providing feedback to pupils in relation to progress and achievement under guidance of the teacher.
- Promoting good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils in taking responsibility for their own behaviour.

### **SUPPORT FOR TEACHERS**

- Assisting the class teacher with aspects of the care, tuition and guidance of children in the class, together with the general overall care of all children in the school.
- Teaching, according to their needs, the pupils assigned to the staff member, including the setting and marking of work to be carried out by the pupils.
- Assessing, recording and reporting on the development, progress and attainment of pupils.
- Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans and assisting with the display of pupils' work.
- Ensuring that the class is an attractive, stimulating environment with displays which are vibrant, relevant, original and evolving.
- Using strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Assisting with the planning of learning activities.
- Monitoring pupils' responses to learning activities and accurately recording achievement and progress as directed.

- Making records of and reports on the personal and social needs of pupils.
- Providing detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Communicating and consulting with the parents of pupils in conjunction with class teachers.
- Communicating and co-operating with persons or bodies outside the school when required, alongside the class teacher.
- Participating in meetings regarding the needs of pupils where appropriate.
- Establishing constructive relationships with parents/carers.
- Administering routine tests and invigilating exams and undertaking routine marking of pupils' work.
- Contributing to oral and written assessments, reports or references relating to individual pupils and groups of pupils.
- At times, supervising and, so far as practicable, teaching any pupils whose teacher is not available to teach them.
- Providing clerical/admin support e.g. photocopying, typing, filing, assisting with organisation of trips, ensuring classroom materials are stocked etc
- Ordering and allocation of equipment and material, and making a strong case for the supply of appropriate resources.

#### **SUPPORT FOR THE CURRICULUM**

- Undertaking structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Undertaking programmes linked to local and national learning strategies e.g. literacy, numeracy and feeding back to the teacher.
- Supporting the use of ICT in learning activities and developing pupils' competence and independence in its use.
- Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity and assisting pupils in their use.

#### **SUPPORT FOR FSM**

- Be aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns DSL or SLT as appropriate.
- Being aware of all school policies and actively delivering and supporting those policies.
- Having due regard for confidentiality.
- Attending meetings, functions, and other events as required even when they fall outside normal specified working hours. These include: Sports Day, outings, meetings, INSET, Christmas Concerts, departmental meetings etc.
- Being aware of, and supportive of diversity, and ensure all pupils have equal access to opportunities to learn and develop.
- Supporting and maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are on FSM premises and when they are engaged in authorised school activities elsewhere.

- Participating in meetings which relate to the curriculum for FSM or the administration or organisation of FSM, including pastoral arrangements.
- Contributing to the overall ethos/work/aims of FSM.
- Appreciating and supporting the role of other professionals.
- Attending and participating in relevant meetings as required.
- Co-operating with the Headmaster and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.
- 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 lunchtime, if necessary.
- Accompanying teaching staff and pupils on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher.
- Participating in any arrangements for the appraisal of your performance.
- Attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions.
- Showing initiative at all times and especially in the absence of clear guidance.

#### **EXPERIENCE**

- Previous experience of working as a classroom assistant, preferably within the EYFS-Year 2 age range.

#### **KNOWLEDGE & SKILLS**

- Effectively using ICT to support learning.
- Using other equipment/technology – Smart Board, Class Dojo, Email/Shared drives, Shared calendars etc
- General understanding of national/foundation stage curriculum and other basic learning programmes/strategies.
- Possessing a basic understanding of child development and learning.
- Strong understanding and/or experience of phonics.
- Self-evaluating learning needs and actively seeking learning opportunities.
- Naturally relating well to children and adults, with good humour and patience in a rapid paced classroom environment.
- Working constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.