

**Victoria Drive Primary Pupil Referral Unit**

***Staff at Victoria Drive Pupil Referral Unit place very high value on the professional partnership that exists between the teaching and support staff.***

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| ***Job Description*** |
| **Higher Level Teaching Assistant ( MLD)**  **Start: ASAP**  **Grade: Scale 4 Point 7-10**  **Salary: £10,846 – £11,391 (actual)**  **Hours: Three days a week (16.5 hours)** |

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| **Main Purpose of Job** |
| To work in partnership with the teacher with individual pupils and/or with small groups of pupils to assist in the process of, and to promote, teaching and learning.  To support individual children in their mainstream schools |

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| **Support for Pupils** |
| * Supervise and provide particular support for pupils, including those with Moderate Learning Difficulties, ensuring their safety and access to learning activities. * Plan the development and implementation of pupils’ individual learning and behaviour plans and programmes. * Establish good relationships with pupils, acting as a positive role model and being aware of and responding to pupils’ individual needs. * Promote the inclusion and acceptance of all pupils. * Encourage pupils to interact with others and engage in activities led by the teacher. * Set challenging and demanding expectations to promote self-esteem and encourage pupils to become independent learners. * Assist with providing feedback to pupils in relation to progress and achievement. * Use specialist skills to undertake activities necessary to meet the physical and emotional needs of pupils. * To work co-operatively with other members of staff, attending termly Pupil Progress Meetings with the Assistant Head teacher. * Assess, manage and deliver pastoral and learning support. * Provide feedback to pupils in relation to progress and achievement. * To work with pupils, understanding how to motivate and encourage them to achieve and develop. * Promote the inclusion and acceptance of all pupils within the classroom. Encourage pupils to interact and work co-operatively with others and engage in all activities. |

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| **Support for Teachers** |
| * Assist the teacher in creating a purposeful, orderly and supportive environment, in accordance with lesson plans and topic. * In liaison with the teacher, use strategies to support pupils to achieve their learning and behaviour targets. * Plan a range of creative learning activities. * Monitor pupils’ responses to learning activities and record achievement/progress as appropriate and update the Learning Journey Profile. * Provide regular feedback to teachers on pupils’ achievements/progress and report any concerns about individual pupils. * Support the teacher in promoting appropriate behaviour and in managing pupils’ behaviour in line with established policy. * Establish positive relationships with parents/carers and report information from and to parents / carers as required. * Within an agreed system of supervision, to work with the Leadership Team to develop lessons, work plans and the whole school learning environment for delivering learning to whole classes. * To feedback the achievements of pupils to colleagues through the agreed monitoring systems. * To report on pupil achievements and adjust their work as necessary. * To establish and maintain constructive relationships with parents/carers. * To lead on developing behaviour strategies. To be proactive in managing behaviour to promote self-control, independence and integration. * To work within an agreed system of supervision with small groups of children and to take responsibility for their learning. |

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| **Support for Curriculum** |
| * Undertake structured and agreed learning activities and adjust these according to pupils’ needs. * Undertake English and Maths programmes for individual pupils, recording achievement/progress and feeding back to the teacher. * Support pupils in using different modes of computer technology. * Prepare and use resources to assist individual pupils with their learning, in partnership with the teacher. * Within an agreed system of supervision, deliver learning and teaching activities and adjust these where necessary. * Determine need for, select and prepare the use of specialist equipment, plans and resources necessary to both lead and support learning activities, taking into account pupils’ interests, language and cultural backgrounds. |

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| **Support for PRU** |
| * Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection and report all concerns to the appropriate person (teacher, line manager, designated safeguarding lead). * Be aware of and support pupils’ individuality. Ensure all pupils have equal access to opportunities to learn and develop. * Contribute to the overall ethos, work and aims of the PRU and the MLD Outreach Service * Appreciate and support the role of other professionals. * Attend relevant meetings as required. * Participate in professional development training and other learning activities. * Participate in Appraisal, as required. * Assist with the supervision of pupils during lunchbreaks at the PRU ( if required). * Accompany teaching staff and pupils on visits and trips as required. * Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others. * Attend and participate in regular meetings, and in training and other activities as required. * To assist in the general care of the school environment. * To promote equal opportunities at all times. |

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| **Person Specification** |
| **Higher Level Teaching Assistant- MLD** |

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| **Qualifications and Training** |
| * GCSEs or Lev 3 in Maths and English * Good literacy and numeracy skills. * Minimum Level 3 Teaching Assistant qualification or equivalent qualification * Willingness to participate in development and training opportunities and take part in Professional Development. |

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| **Essential Personal Qualities** |
| * Reliability, enthusiasm and initiative * Friendly manner towards children and adults * Calm, patient and encouraging of children’s small steps of progress * Flexibility * A willingness to learn * High expectations and commitment to continual school improvement * Excellent attendance and punctuality |

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| **Other Essential Qualities** |
| * Experience working in a mainstream school setting * Experience of working or caring for children of primary age * Ability to communicate well both orally and in writing * Ability to judge when advice/assistance is needed to meet pupils/adults needs and to react calmly and quickly in an emergency * An understanding of and a commitment to the need for confidentiality * Ability to use basic technology – computer, photocopier, iPad etc. * 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 * An understanding of equal opportunities and how it applies within a school environment * Experience of planning for and leading a small group intervention * Creative thinker with experience of making bespoke learning resources |
| Desirable Qualities |
| * Experience in working with children with SEND and MLD * Some experience working with children with Moderate Learning Difficulties or specifically with a diagnosis of Down Syndrome * Experience working in an Early Years setting * An awareness of particular equal opportunities issues that affect individual pupils and their families * Makaton trained at level 1, 2 or 3 |