

## **Job Description – Teaching Assistant - Movement Intervention and PE support worker**

A specific type of support staff role, in an educational setting, to help deliver physical activities and therapeutic movement programs to classes, groups and individuals – including those with diverse needs. This role is a blend of a general support worker duties with a specific focus on supporting the delivery of PE, additional physical activity (both in school and as part of after school clubs), mobility, and sometimes, behaviour management through movement.

### **Movement Intervention Role**

The "movement intervention" aspect involves implementing structured activities and programs, often designed by a qualified professional (like a physiotherapist or occupational therapist), to address specific physical or sensory needs.

- **Delivering programs:** Leading small-group or one-on-one sessions based on established plans (e.g., sensory circuits, gross motor skill activities, specific exercise routines).
- **Supporting regulation:** Using movement breaks and active learning sessions to support sensory and physical regulation, particularly for individuals with social, emotional, and mental health (SEMH) needs.
- **Tracking progress:** Monitoring and reporting on an individual's progress against agreed targets, ensuring the interventions are effective.
- **Adapting activities:** Modifying activities, equipment, and environments to ensure all individuals can participate safely and achieve their goals.

### **PE Support Worker Role**

The PE support worker aspect typically focuses on assisting physical education teachers – School Sports Coach and promoting an active, healthy lifestyle for pupils.

- **Assisting in lessons:** Supporting staff during PE lessons, setting up and tidying equipment.
- **Promoting engagement:** Encouraging teamwork, resilience, and sportsmanship among pupils, especially those who may be disengaged or have specific needs.
- **Providing one-on-one support:** Offering direct assistance to pupils with physical difficulties or disabilities to enable their participation in PE and movement around the school.
- **Role modelling:** Demonstrating enthusiasm for sport and physical activity to build confidence and interest in individuals.

## Key Responsibilities

Responsibilities are a blend of physical assistance with educational and emotional support:

- **Facilitating Physical Activity:** Assisting in the delivery of high-quality PE lessons and leading small-group physical activities or movement breaks.
- **Providing Targeted Interventions:** Implementing structured programs, sometimes designed by an occupational therapist or physiotherapist, focusing on specific motor skill development, sensory regulation, or physical development needs.
- **Adapting Activities and Equipment:** Modifying activities, equipment, or environments to ensure accessibility and inclusion for all individuals, particularly those with special educational needs or disabilities (SEND).
- **Promoting Inclusion and Independence:** Working to build confidence and independence, encouraging participation alongside peers. Working to support safe and inclusive engagement during playtime and lunch time activities.
- **Monitoring and Reporting Progress:** Tracking and documenting an individual's progress against agreed goals and reporting to teachers, therapists, and parents.
- **Supporting Behaviour Management:** Using consistent and positive approaches, often involving movement as a strategy for self-regulation, especially in specialist settings like schools for social, emotional, and mental health (SEMH).
- **Ensuring Operational Safety :** Assisting with the practical aspects of activities, such as getting equipment ready, helping with personal care (e.g., changing for PE), and assisting with transport to off-site activities.

## JOB RESPONSIBILITIES AND TASKS MAY INCLUDE SOME OF THE FOLLOWING:

1. Assist with the planning of learning activities, preparing or modifying work for individuals or group of pupils as directed.
2. Use strategies in liaison with other staff, to support pupils to achieve learning goals.
3. Establish constructive relationships with pupils providing feedback to them in relation to progress and achievement as directed.
4. Prepare and maintain equipment and teaching resources for lessons and activities including the control of stock within the classroom.
5. Undertake supervision and discipline of pupils within the procedures of the school/service, providing detailed and regular feedback as appropriate.
6. Promote pupil independence in learning, social and mobility skills, reinforcing the pupil's self-esteem through praise and encourage, setting challenging and demanding expectations and promote self-esteem and independence.
7. Ensure that pupils are able to safely use equipment and materials provided.
8. Provide support for local and national learning strategies e.g. Literacy, Numeracy, Early Years.

9. Assist with the implementation of programmes designed by other professionals such as educational psychologists and speech and language therapists.
10. Assist in liaising with other professional staff and reporting information from/to parents/carers, contributing to meetings to discuss a specific child's progress as appropriate.
11. Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
12. Prepare/clear classroom as directed before and after lessons, including the preparation of visual aids, and the display and presentation of pupil's work.
13. Provide support to the classroom teacher by undertaking photocopying, filing, recording and collecting monies as directed.
14. Assist at an appropriate level, and within the school's protocols, with the provision of general care and welfare of pupils which may include:
  - assist with the personal hygiene routines, e.g. toilet training, changing of incontinent children, dressing and undressing;
  - the changing of soiled clothing and its disposal in an appropriate way;
  - assisting with children's injuries and, where appropriately qualified, administering first aid;
  - assist with the administering of medicines under the direction of **the appropriate medical** staff;
  - assist with the identification and monitoring of children's general health and welfare.
15. Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
16. Support and contribute to the overall ethos/work/aims of the school.
17. Assist with the supervision of pupils outside of lesson times, including before school, during lunchtime and running afterschool clubs..
18. Assist with group activities within and away from the classroom/school, such as PE, swimming, educational visits.
19. Participate in personal and professional development activities to meet the changing demands of the job, and encourage and support other staff in their development and training.
20. Attend and participate in relevant meetings as required.
21. Assist the teachers in supporting volunteer helpers or students in the classroom.

Any other duties and responsibilities within the range of the salary grade.

All duties and responsibilities must be carried out with due regard to the City Council's Health and Safety Policy. Post holders will be accountable for carrying out all duties and responsibilities with due regard to the City Council's Equal Opportunities Policy.

Duties which include processing of any personal data, must be undertaken within the corporate Data Protection Guidelines (Data Protection Act 1998)

## Person Specification - Teaching Assistant/Movement Intervention and PE Support Worker

### Knowledge:

- Understanding the needs and characteristics of young children.
- Basic knowledge of child development and learning processes.
- Awareness of the roles of various adults in children's education.
- Understanding of equal opportunities, including effective communication with minority groups and individuals with disabilities.
- Good knowledge of phonics and interventions.

### Key Skills:

#### (I) – Ideal, (E) - Essential

- Experience in an educational setting, particularly with individuals with complex needs or disabilities. (I)
- Experience in areas such as positive behaviour support or specific intervention techniques. (I)
- Understanding of how movement supports overall well-being, including mental health and emotional regulation. (E)
- Ability to work collaboratively with teachers and external agencies like physiotherapists and occupational therapists. (E)
- Positive, proactive attitude, empathy, and strong communication skills. (E)

### Other Skills and Abilities:

- Flexible skills across EYFS, KS1, and KS2.
- Ability to assist in developing and implementing practical strategies with the class teacher and other professionals.
- Good IT skills and understanding of how technology supports children's learning.
- Ability to work on an equal opportunities basis in a multicultural setting.
- Ability to assist children individually and work as part of a team.
- Clear and simple communication of tasks.
- Supportive and caring, handling situations with patience and sensitivity.
- Competency in numeracy and literacy.
- Ability to assist pupils in developing basic skills in reading, writing, numeracy, and crafts.
- Ability to lift/carry pupils and materials.
- Basic maintenance of teaching aids and equipment.
- Adherence to storage procedures for equipment and materials.
- Ability to care for sick children and manage toileting and accidents.
- Willingness to undergo First Aid training as required.
- Ability to supervise and control children, adhering to defined standards.
- Ability to accept authority and supervision and respond appropriately.
- Ability to work with guidance but under limited supervision.
- Effective communication and liaison skills, maintaining confidentiality.
- Good organisational skills for classroom activities, events, and trips.

- Personal skills in areas such as computing, art, craft, music, and sport.
- Willingness to engage in professional development and training.

## Experience

- Experience with young children in schools, as a parent, or through voluntary work (e.g., Brownies, Cubs, play schemes, playgroups, crèches, dining room assistant)..

## Educational

- Good basic education/GCSEs or equivalent qualifications for working with young people.
- Relevant NVQ or Degree level qualifications are advantageous

## Special Requirements

Enhanced Disclosure and Barring Service (DBS) check will be conducted by the school upon appointment.

For posts that are subject to Protection of Children Regulations the following statement must be annotated:

## Notes:

This post is subject to the Rehabilitation of the Offenders Act (Exceptions Order) 1975. Due to the nature of our work it will be necessary for an enhanced disclosure to be made to the Disclosure and Barring Service for details of any previous criminal convictions which are not protected under the Act.