**JOB DESCRIPTION**

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| **NAME:** |  |
| **JOB TITLE:** | **Teaching Assistant** |
| **HOURS:** | 37 hours per week, 195 days per year, term time only. Details of working week to be agreed with the Head Teacher. |
| **SALARY SCALE:** | Scale D1, points 8 - 16 Medway Scale |
| **ANNUAL LEAVE:** | N/A |
| **LOCATION:** | Wayfield Primary School and Children’s Centre. |
| **REPORTS TO:** | 1. The Class Teacher  2. Senior Leadership Team |

**GENERAL DUTIES/RESPONSIBILITIES FOR ALL SCHOOL STAFF:**

1. To carry out school policy as documented and/or as directed by the Head Teacher and line manager.
2. To promote the school in a positive way in the community at all times.
3. Maintain the confidentiality of all information acquired in the performance of the job either verbally or in writing.
4. To work in a responsible and safe manner, paying attention to all Health and Safety procedures operating within the school and centre.
5. Work with designated groups or individual children as directed.

**GENERAL REQUIREMENTS:**

Working under the direction and within an agreed system of supervision from a qualified teacher;

1. To provide support for pupils in order to raise standards of achievement for all pupils (e.g. SEN, EAL, GT, all underachieving groups) and assist with planning, monitoring, assessing and managing pupils’ progress.
2. To use behaviour management strategies in line with the schools policy
3. To encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.
4. To promote the inclusion of all pupils, ensuring they have equal opportunities to learn and develop particularly helping to overcome barriers to learning including physical, emotional and behavioural difficulties.
5. To support the management and development of a core subject area in partnership with the relevant subject leaders and class teacher.

**DUTIES TO INCLUDE:**

**Teaching and Learning**

1. To teach high quality physical education, physical activity and sport to Foundation Stage, Key Stage 1 and 2 pupils.
2. Identify and adopt the most effective teaching approaches for Foundation Stage, Key Stages 1 and 2.
3. Support the planning and preparation of lessons, with teachers, participate where applicable in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans.
4. Support and mentor teaching school staff in the delivery of high quality PE and school sport.
5. Where required provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils.
6. Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom.
7. Support the organisation and safety management of learning environment and resources.
8. Promote and reinforce children’s self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance.
9. Assist the class teacher in encouraging acceptance and integration of children with special needs, or from different cultures and/or with different first language
10. Where appropriate liaise with parents to listen and provide support for pupils and liaise with class teacher.

**Monitoring and Assessment**

1. To support the evaluation of pupils’ progress through a range of assessment activities.
2. Assess pupils’ responses to learning tasks and where appropriate, in liaison with the class teacher modify methods to meet individual and/or group needs.
3. Monitor pupils’ participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.
4. Contribute to programmes of observation and assessment as planned by the teacher.

**Mentoring, Supervision and Development**

1. Contribute to the overall ethos, work, and aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school.
2. Where appropriate participate in staff meetings and training days/events as requested.
3. Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.
4. Understand and implement school child protection procedures and comply with legal responsibilities.
5. Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.
6. Provide support and assistance for children’s pastoral needs, for example, dressing, caring for sick, injured or distressed children. Administer medication as agreed under any “care plan” approved by senior leadership.
7. Provide support and assistance where applicable for children’s medical needs in line with our Supporting Children with Medical Needs Policy.
8. Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child’s attendance, access and learning, and supporting home to school and community links.
9. Plan and organise play time activities and supervise, lead and assist children in activities and games.
10. Where appropriate assisting teachers by receiving advice from professional or specialist support staff involved in the children’s education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists, and physiotherapists

This job description describes the way the post holder is required to complete and perform the duties set out above. These duties may be varied from time to time to meet the changing demands of the school/centre at the discretion of the Headteacher and following consultation with you. This job description does not form part of the Contract of Employment.

Signed . . . . . . . . . . . . ………………. Date . . . . . . . ………….

**PERSON SPECIFICATION**

**Teaching Assistant / Sports Coach**

* UKCC Level 2 Coach (or equivalent).
* Good general level of education. GCSEs (A to C) in Maths and English (or equivalent).
* Good IT skills and able to use these skills to support and develop their professional activities
* First Aid qualification or ability and commitment to gain a First Aid qualification within 6 months of appointment.
* Experience of working as a Teaching Assistant / Sports Coach in a primary school setting.
* Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behaviour
* Demonstrates high expectations of children and young people with a commitment to helping them fulfil their potential
* Establishes fair, respectful, trusting, supportive and constructive relationships with children
* Demonstrates the positive values, attitudes and behaviour they expect from children and young people.
* Communicates effectively and sensitively with children, young people, colleagues, parents and carers.
* Recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people.
* Demonstrates a commitment to collaborative and cooperative working with colleagues.
* Willing to improve own knowledge and practice, including responding to advice and feedback.
* Personal – Essential
  + Enthusiasm and passion for sport
  + Able to establish good relationships with adults and young people
  + Good verbal and written communication skills
  + Self-motivated, resilient, enthusiastic
  + Ability to work successfully both independently and as part of a team
  + Good judgement and knowing when to seek advice or support
  + Ability to work outside normal working hours, if required
  + Ability to drive, with access to own transport
  + Willingness to undergo an enhanced DBS check.
* Leadership & Management
  + Essential
    - Ability to manage large groups of pupils
    - Effective mentor to colleagues, volunteers and leaders
    - Ability to act as a role model of appropriate behaviours
    - Ability to inspire participants and colleagues to high performance
    - Ability to evaluate performance of self and colleagues
    - Ability to use own initiative and manage own work programme
  + Desirable
    - Commitment to own professional development