

Teaching Assistant job description

Post:	Teaching Assistant
Grade	SC4 Point 18 – 21
Responsible to:	Head Teacher
Salary	£18,302 - £19,466
Hours	35 hours per week, reducing to 32.5 hours per week once the move to the new site is completed, term time only (39 weeks)

Line Management

The post holder is directly responsible to the Head Teacher for their general duties and responsibilities. For the purpose of day-to-day line management, the post holder is responsible to the class teacher and HLTA, as designated by the Head Teacher.

Job Purpose

To work in partnership with, and under the supervision and direction of, the class teachers and HLTA to support pupils, parents and the academy.

Key Responsibilities

Main Duties

- Be a key member of the Year Group and Learning Phase Team, working together with colleagues to ensure all children make good or better progress.
- Contribute to providing a safe and enabling learning environment.
- Take responsibility for promoting and safeguarding the welfare of children in your care and those you come into contact with.
- Contribute to the on-going assessment of children.
- Work in partnership with parents and carers to support the education of their children.
- Provide support to children for part of the lunch hour.

Support for Pupils

- Establish good relationships with children, acting as a role model by presenting a positive personal image and being aware of and responding appropriately to individual needs.
- Support individual and groups of children in a range of daily learning activities.
- Provide an exemplary model of spoken English.
- Promote inclusion and acceptance of all pupils including those with physical, learning and behaviour difficulties.
- Deliver interventions as planned for by external agencies (e.g. Speech and Language Programmes, physiotherapy programme, etc.).
- Look after the physical well-being of children, dealing with minor injuries and administering first aid where necessary.
- Supervise and provide particular support, under the guidance of the class teacher, for pupils who may have special needs, ensuring their safety and access to learning activities.
- Plan and undertake direction for one-to-one teaching and intervention.
- Work with the teacher to develop and implement strategies for pupils to achieve their learning goals.
- Give regular feedback on children's progress to the class teacher and HLTA and keep and file records.
- Encourage pupils to act independently as appropriate.
- Assist pupils in the use of resources including ICT.

- Be aware of pupils' problems, achievements, progress and report to the class teacher/HLTA as agreed.

Support for Teachers

- Work in a team situation, contributing to meeting the individual social, emotional, physical and educational needs of children in the year group.
- Help to prepare learning programmes and activities for all children, including those with additional needs.
- Work with teachers to assess the needs of individual children and implement Individual and Group Education Plans.
- Undertake pupil record keeping and updating records, information and data.
- Assist in the development and implementation of behaviour management strategies.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- Contribute to organising effective learning environments, assisting in the preparation of learning materials, including the display of pupils' work.
- Undertake marking and feedback, as appropriate in line with the school policy.
- Under the direction of the class teacher, prepare the classroom for lessons and clear afterwards, as appropriate.
- Establish constructive relationships with parents/carers and report on information from parents/carers to the class teacher.
- Administer and assess routine tests.

Support for the Curriculum

- Develop resources and material for curriculum delivery and display and prepare, maintain and use equipment/resources required to meet lesson plans/relevant learning activity.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.

Support for the Academy

- Support teachers, parents/carers and other colleagues in creating an environment that enables all pupils to reach their full potential.
- Participate in training and other learning activities, and performance management as required.
- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety, security, confidentiality and data protection, reporting all concerns to the appropriate person.
- Undertake child protection training at a level commensurate with role.
- Maintain good relationships with colleagues and work together as a team.
- Assist in the supervision of classroom and outdoor activities, undertaking playground and part of the lunchtime supervision duties.
- Attend and participate in relevant meetings as required.
- Contribute to the overall ethos/work/aims of the academy.
- Promote safeguarding within the support staff team.
- Undertake any other responsibility required to support the teaching and learning experience of pupils as directed by the Head Teacher or his/her nominee.
- Be aware of and support difference, ensuring that all students have equal access to opportunities to learn and develop.
- Attend relevant meetings as required.
- Accompany teaching staff and children on visits, trips and out of school activities.
- Promote and contribute to the school's policy of partnership working with parents.
- Participate in regular training, professional development and performance management.

Culture

- Support the school's values and ethos by contributing to the development and implementation of policies practices and procedures.
- Help create a strong school community, characterised by consistent, orderly behaviour and caring, respectful relationships.
- Help develop a school culture and ethos that is utterly committed to achievement.
- Be active in issues of pupil welfare and support.
- Support and work in collaboration with colleagues and other professionals in and beyond the school, covering lessons and providing other support as required.

Other

- Undertake and when required, deliver or be part of the appraisal system.
- Maintain up to date professional knowledge through professional reading and participation in CPD activities.
- Be a designated First Aider.
- Undertake other minor and/or non-recurring duties appropriate to this post as directed by the Head Teacher/Deputy and lead practitioner.
- Undertake other duties commensurate to the grade of the post.

This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change. The person in the post may also have to carry out other duties as may be necessary from time to time.

Safeguarding Children

The school's legal responsibility for safeguarding the welfare of children goes beyond basic child protection procedures. The duty is now to ensure that safeguarding permeates all activity and functions and supports the safeguarding policy. Therefore, to be personally responsible for promoting and safeguarding the welfare of children/vulnerable adults they are responsible for, or come into contact with.

This document is considered to provide an outline of the areas that this role involves. This document does not preclude the post holder developing systems and structures not specifically mentioned but related to their broad areas of responsibility. The roles outlined above are indicative and do not preclude anything else which may be reasonably requested commensurate with the post held and duties undertaken.

Additional notes

Hours for this post will reduce from 35 hours to 32.5 hours per week when the school opens on its new site. Applicants for this post will be applying acknowledging that this will be a requirement of the post and the salary will reduce pro-rata.

This role requires a commitment to work an additional 45 minutes per day to communicate with teachers, plan and prepare lessons, make assessments and keep records and attend CPD/ staff meetings and is paid as overtime in addition to the advertised salary.

General Requirements

- Take part in the school's performance management system.
- Enhanced DBS.
- Strong commitment to furthering equalities in both service delivery and employment practice.
- Promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

Name of Post holder

Date of issue:

Signature of Post holder:

Signature of Head Teacher:

Person specification

Teaching Assistant

	Essential	Desirable
Qualifications and Experience		
Educated to NVQ Level 2 or equivalent, e.g. GCSE Maths and English grade A-C	✓	
Experience of at least 2 years working in the KS1 phase with an outstanding track record as a practitioner	✓	
First Aid Qualification		✓
Certified teaching assistant course or equivalent qualification		✓
EYFS experience		✓
Understanding of national curriculum and other basic learning programmes/strategies		✓
Good working knowledge of safeguarding issues and commitment to safeguarding and promoting the welfare of pupils	✓	
Familiarity with Foundation Stage Framework		✓
Experience of working with or caring for children of a relevant age (KS1)	✓	
Skills		
Good written, numerical and ICT skills to support pupils' learning	✓	
Ability to establish effective working relationships with pupils, parents and colleagues	✓	
Ability to work as a member of a team, understand the role in the classroom and associated responsibilities	✓	
Must be able to present a positive role model to pupils	✓	
Ability to relate well to children and adults	✓	
Ability to work in a calm and caring manner	✓	
Ability to use relevant technology (photocopier, computer)	✓	
Good organisational and communication skills	✓	
Subject Knowledge		
Understanding of best practice phonics and early reading, writing and number skills	✓	
Understanding of how to develop children's ambitious use of vocabulary, challenge their cognitive thinking and promote children's confidence to express themselves confidently and eloquently through high quality interactions with young children	✓	
Experience of RWI phonics and evidence of impact on pupils learning.		✓
Experience of Talk for Writing and evidence of impact on children's learning.		✓
Other		
Commitment to equality and diversity informed by practical experience and application	✓	
Strong understanding of safeguarding and how to promote welfare of children	✓	
Understanding of the need to provide a safe, clean and welcoming learning environment	✓	
Self-awareness and an ability to behave professionally at all times	✓	
Highest standards of personal integrity	✓	
Flexibility to adapt to changing workload demands and new school challenges	✓	
Personal commitment to continuous self-development	✓	
Self-motivation and personal drive to complete tasks to the required timescales and quality standards	✓	