**Line Manager: Lilith Mackdonald**

**Grade: Range A (Scale 3 –4)**

Main Purpose of Job

1. To work under the guidance of the class teacher to support teaching and learning in the classroom
2. To provide general support to the class teacher in the management and organisation of the pupils and the classroom
3. To assist the teacher in creating and maintaining a purposeful, orderly and supportive learning environment
4. To promote the inclusion of all pupils ensuring they have equal access to opportunities to learn and develop
5. To be responsible for promoting and safeguarding the welfare of children and young people within the school

Main Responsibilities

**Support for the Pupils/ Families**

* To deliver pastoral and learning support to all children in the provision
* To provide relevant feedback to pupils in relation to behaviour, progress and achievement.
* To establish and develop productive working relationships with children in the provision acting as a role model
* To work with children, understanding how to motivate and encourage them to develop and achieve
* To provide support for children to broaden and enrich their learning
* To work with the Lead teacher for Autism and other teachers to develop and implement IEPs
* To understand the individual needs of children within the provision and support their social health and hygiene needs
* To promote the inclusion and acceptance of all children within the classroom.
* Encourage children to interact and work co-operatively with others and engage in all activities
* To work with small groups of children and to take responsibility for their learning
* To support children in mixed ability groupings ensuring that they understand tasks and learning objectives

**Support for the Teachers**

* Within an agreed system of supervision, to work with the teacher to develop lessons, work plans and the classroom environment
* To assess, feedback and record the achievements and progress of pupils through agreed monitoring systems
* To establish and maintain constructive relationships with parents/carers by:

-supporting their role in their child’s learning

-providing constructive feedback on children’s progress and achievements

-facilitating their support for their child’s attendance

-support home to school/community links

* To use and develop positive behaviour management strategies.
* To be proactive in managing behaviour and promote self-control, independence and integration
* To support children’s transitions and attend parents evenings as appropriate
* To accompany teachers and classes on educational visits
* To work with the class teacher to complete administration tasks and prepare resources each day

**Support for the School**

* To be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to an appropriate person
* To contribute to overall ethos/work/aims of the school
* To 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 assist with children at the beginning and end of the day and in the playground as required
* To support the appraisal system for support staff
* Within an agreed system of supervision, to facilitate learning during short periods of teacher absence for planned meetings

**Support for the Curriculum**

* Within an agreed system of supervision, to deliver learning and teaching activities and adjust these when necessary
* To be responsible for management of stock levels and for maintenance / quality /safety of specialist equipment within the provision udner the direction of the lead teacher
* To use and prepare specialist equipment, plans and resources necessary to support learning activities, taking into account pupil’s interests, language and cultural backgrounds To assist with the development of Literacy, Numeracy and ICT skills and to support their use in learning activities
* To undertake broadly similar duties commensurate with the level of the post as required by the Lead teacher for autism or Head teacher

**Both Level 2 and 3 National Occupational Standards (NOS) are relevant to the RBKC generic TA job description. A new TA will be expected to meet the Level 2 standards and then progress to level 3. This progress will be mapped out using the RBKS NOS tracking form as part of the performance management process**

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| **Level 2 core standards** | |
| STL1 | Provide support for learning activities |
| STL2 | Support children’s development |
| STL3 | Help to keep children safe |
| STL4 | Contribute to positive relationships |
| STL5 | Provide effective support for your colleagues |
| STL19 (L3) | Promote positive behaviour |
| **Other level 2 optional standards identified in generic job description** | |
| STL6 | Support numeracy and literacy activities |
| STL7 | Support the use of information and communication technology for teaching and learning |
| STL8 | Use information and communication technology to support pupil’s learning |
| STL9 | Observe and report on pupil performance |
| STL11 | Contribute to supporting bilingual and multi lingual pupils |
| STL12 | Support a child with disabilities or special education needs |
| STL16 | Provide displays |
| STL17 | Invigilate tests and examinations |

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| **Level 3 core standards** | |
| STL3 | Help to keep children safe |
| STL18 | Support pupil’s learning activities |
| STL19 | Promote positive behaviour |
| STL20 | Develop and promote positive relationships |
| STL21 | Support the development and effectiveness of work teams |
| STL22 | Reflect on and develop practice |
| **Other level 3 optional standards indentified in generic job description** | |
| STL8 | Use information and communication technology to support pupil’s learning |
| STL23 | Plan, deliver and evaluate teaching and learning activities under the direction of a teacher |
| STL24 | Contribute to the planning and evaluation of teaching and learning activities |
| STL25 | Support literacy development |
| STL26 | Support numeracy development |
| STL27 | Support implantation of the early years curriculum |
| STL29 | Observe and promote pupil performance and development |
| STL30 | Contribute to assessment for learning |
| STL31 | Prepare and maintain the learning environment |
| STL41 | Support pupils with behaviour, emotional and social development needs |
| STL59 | Escort and supervise pupils on educational visits and out of school activities |
| STL60 | Liaise with parents, carers and families |