**JOB DESCRIPTION – CLASSROOM TEACHING ASSISTANT**

Hours per week: 28.75

Weeks per annum: 43.51

Grade: Dorset Grade 3 - £10,780-£11,135

**Job Purpose:**

Responsible for supervising the activities of students during the school teaching periods and the midday sessional break within the school, including both indoor and outdoor areas, ensuring a safe environment is maintained at all times.

**Main responsibilities and duties**

To assist the Executive Headteacher / Headteacher and teachers in the development and implementation of a programme of work and in the provision of a stable, caring and supportive learning environment, which enables students to achieve their full learning potential and facilitates their personal, social and moral development.

Typically there will be some requirement to work with students, either individually or in groups, who have some special educational needs, learning difficulty, disability, or exhibit occasional behavioural problems. This may include students with a high learning ability (‘gifted /talented’).

This post will, for the majority of the time, be working under the supervision of a class teacher.

There is no requirement for previous experience or pre-entry qualification when appointing to this post.

**Support to the student(s):**

1. Develop, maintain and apply knowledge and understanding of students’ general and specific learning needs. To ensure that support is given to them at an appropriate level.
2. Supporting and directing literacy and numeracy tasks, clarifying and explaining instructions.
3. Focus support in areas needing improvement, both academic and social.
4. Motivate and encourage students to concentrate on and fulfil the tasks set.
5. Seek to ensure the promotion and reinforcement of students’ self-esteem, appropriate levels of effort and behaviour and to guide students to become independent learners.
6. To provide support, care and supervision of students within the classroom, within the school and outside of the school.
7. To develop an understanding of and provide for students’ specific personal needs to ensure a safe learning environment. This may include providing some direct personal care, support and assistance to the student in respect of toileting, eating, mobility and dispensing medication.

**Support to the school:**

1. To assist in the preparation for educational visits, and where appropriate accompany/supervise students undertaking off-site activities.
2. To attend and contribute to school staff meetings and in-service training within contracted hours or outside normal hours by agreement.
3. To contribute to the process of school self-review.
4. To liaise with parents and other professional agencies in support of students’ needs.
5. To assist in the supervision of Standard Assessment Tasks and tests / assessments as directed.
6. To supervise students using cloakrooms and toilet facilities. Supervise students in playgrounds and when entering and leaving using school transport.
7. To adhere to and execute school policy and procedure where appropriate.
8. Under the direction of the Executive Headteacher/SENCO and/or individual teaching staff, to assist in the development of Individual Education Plans (IEPs) for students with special educational needs and contribute to IEPs.
9. Promoting and safeguarding the welfare of children and young people in accordance with the school’s safeguarding and child protection policy.

**Support to the teacher:**

1. To assist in preparing and maintaining the learning environment to support teaching staff in the development of learning strategies.
2. To assist in the development, monitoring and evaluation of programmes of work.
3. To upkeep data files, catalogue resources, maintain inventories, photocopy, record TV programmes and use I.T. systems for administration and educational purposes.
4. To contribute to systems for review and recording of students’ progress, both academic and social.
5. To assist in the preparation, organisation and maintenance of classrooms and their equipment, including assistance with and creation of displays, make basic visual aids, art and craft materials, mount and display students’ work.
6. To assist teachers in timetabling of lessons and curriculum as required.

**Support to the curriculum**

27. To support the use of ICT in the classroom - Work with and support students to ensure they are able to use ICT and other specialist equipment to enhance their learning.

1. Undertake learning activities with students of varying abilities to ensure differentiation and access to the curriculum.
2. Contribute to the assessment of students’ learning, in particular with regard to literacy, numeracy, science and ICT skills.
3. Contribute to the implementation of the National and/or Foundation Curriculum and specific individual student targets and/or group targets.

**Knowledge & Skills**

Experience of working with children in an educational setting is desirable.

Qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, to be numerate and literate, a team worker and to have good oral communication.

An understanding of students’ individual targets is desirable and, where appropriate the post-holder may be required to develop a more specialised knowledge in specific curriculum areas. A willingness to attend courses as required to enhance the knowledge, understanding and skills to improve the level and quality of support given to students and teachers is essential.

They must have achieved a qualification in English/literacy and mathematics/numeracy and be prepared to work toward gaining Level 2 of the National Qualifications Framework.

**Supervision and Management**

Typically there will supervision available from the classroom teacher on a daily basis and regularly within the day.

Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher.

**Key contacts and relationships**

Contact with all staff in school to pass and receive information, advice, guidance, suggestions and ideas.

**Decision making**

Within the agreed school policies, guidelines and rules, decide on when and how to apply a range of strategies for the benefit of students in relation to their education activities behaviour and care. These decisions often need to be made immediately to deal with the situation presented.

**Resources**

Books, stationery, writing equipment

ICT and AVA equipment

**Working Environment**

The range of areas, number of classrooms/halls etc. will depend on the particular school.

Most of the working day is spent standing, with periods of crouching / bending to engage students in activities.

There may be an occasional need to physically lift students, such as for safety or care needs and occasional unpleasant conditions relating to students’ personal hygiene needs.

A normal school environment, although the job holder may be involved in external school activities, such as swimming and educational visits.

**Problem solving and creativity**

Grade 4 will be payable where the post-holder works, for the majority of their role, in a Special School or designated Special Unit or Base and;

Support students with complex and unpredictable needs, requiring greater levels of problem solving and creativity.

The need to apply creativity and innovation to new and challenging situations when interacting with students.