

**PAXTON ACADEMY  
JOB DESCRIPTION**

POST	Teaching Assistant
GRADE	Scale 1C Spine Point 3
RESPONSIBLE TO	Headteacher

**Purpose of the Job**

Responsible, under the direction or instruction of the Headteacher to support the learning of individuals and small groups of children. This will include supporting pupils with special educational needs, both with and without statements. General support will also be provided to the class teacher in the management of pupils and the classroom; this will include playtime and lunchtime activities.

**Main Responsibilities**

- Support pupils' learning activities (e.g. clear understanding of learning, reinforced, high level questioning).
- Promote positive behaviour at all times (e.g. following the school's behaviour policy).
- Develop and promote positive relationships (e.g. working in pairs and as a team, taking turns and sharing, speaking and listening, encouraging independence, respect shown from adults to pupils).
- Support and develop the effectiveness of work teams (e.g. working in appropriate ability groups and encouraging discussion).
- Reflect on and develop practice.
- Plan, deliver and evaluate teaching and learning activities under direction of a teacher.
- Contribute to the planning and evaluation of teaching and learning activities.
- Support literacy/ numeracy development.
- Support implementation of the EY curriculum and National Curriculum (e.g. have up to date knowledge).
- Support teaching and learning in all areas of the curriculum – this includes playtime and lunchtimes (e.g. read and understand planning, communicate feedback with the teacher, have a clear understanding of children's targets and levels, have a good subject knowledge to support learning, follow the school's marking policy and evaluate children's work; ALWAYS be a positive role model).
- Observe and promote pupil progress and development (e.g. key questioning).
- Prepare and maintain the learning environment (e.g. preparing resources, making it interesting).
- Promote the transfer of learning from outdoor experiences (e.g. through pictures, sensory development, experimental learning).
- Support gifted and talented pupils (as directed), (e.g. be a role model, plan work in accordance with abilities, praise, challenges).
- Support EAL pupils (e.g. through role play, visual prompts, concrete objects, pictorial representation, storytelling/ vocabulary enhancement, praise/encouragement, language resources).

- Contribute to the prevention and management of challenging behaviour in children (e.g. through praise, following school policy and classroom charter).
- Support children with SEND.
- Lead an activity during break/lunchtime.
- Develop self-care skills (e.g. attend to pupils' personal needs: nappy changing, taking children to the toilet, showering as necessary, medical and physical health).
- Ensure safety and support to access activities.
- Be aware of and comply with policies and procedures relating to child protection, health & safety, security and confidentiality.
- Attend relevant meetings as required outside of designated hours (with due notice).
- Participate in training and other learning activities and performance development as required.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.
- Undertake pupil record keeping as requested.
- Gather and report information from and to parents or carers as directed.
- Provide basic clerical and administrative support e.g. photocopying, typing, filing, collecting money etc.
- Have an area of responsibility throughout the school as designated by the Headteacher.

Teaching Assistants are requested to attend 3 staff meetings each term (9 per year). Advance notice would be given of the dates of these staff meetings.

### **Key Organisational Objectives**

The post holder will contribute to the school's objectives in services delivery by:

- Enactment of Health and Safety requirements and initiatives as appropriate.
- At all times operating within the school's Equal Opportunities framework
- Acknowledging Customer Care and Quality initiatives.
- Contributing to the maintenance of a caring and stimulating environment for pupils.

### **General Responsibilities**

- The post holder will be expected to carry out all duties in the context of and in compliance with the Council's Equal Opportunities Policies.
- To be fully aware of and understand the duties and responsibilities arising from the Children Act 2004 and working together in relation to child protection and safeguarding children and young people as this applies to the worker's role within the organisation.
- To also be fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to the worker's role.
- To ensure that the worker's line manager is made aware and kept fully informed of any concerns, which the worker may have in relation to safeguarding and/or child protection.
- To contribute to the development and implementation of the overall ethos/work aims of the school and participate in training and other learning activities and performance development as required.

### **Special Conditions of Service:**

- Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.
- Because this post allows substantial access to children, candidates are required to undergo an enhanced CRB (Criminal Records Bureau) check.

## PERSON SPECIFICATION- TEACHING ASSISTANT

		Essential	Desirable
	<b>Qualifications</b>		
1	A qualification at degree level or equivalent qualification		✓ *essential if considering a teaching career
2	A recognised qualification in child development/Early Years/Numeracy and Literacy/Special Education Needs/ Completion of DCFS Teacher Assistant Induction Programme		✓
3	To hold a recognised qualification in First Aid		✓
4	Willingness to participate in development and training opportunities	✓	
	<b>Experience</b>		
5	Experience of support work in an inner-city, multicultural school		✓
6	Experience of helping to deliver teaching programmes under the direction of qualified teachers		✓
7	Experience of monitoring children's achievement		✓
	<b>Knowledge and Understanding</b>		
8	Knowledge, understanding and commitment to equal opportunities	✓	
9	Knowledge of issues relating to underachievement of children		✓
	<b>Skills and Abilities</b>		
10	To be able to demonstrate excellent literacy and numeracy skills	✓	
11	Excellent communication, planning and organisational skills	✓	
12	Ability to use initiative under direction of Leader of Learning and/or class teacher	✓	
13	Ability to develop and maintain good working relationships with the whole school community	✓	
14	Ability to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	✓	
15	Ability to be flexible and positive	✓	
16	Ability to use classroom materials and equipment including information and communication technology (ICT), video, photocopier	✓	
17	An awareness of strategies for managing pupils with challenging behaviour		✓
18	Ability to show initiative and respond to situations appropriately including those involving learning or incidences of behaviour		✓