



JOB DESCRIPTION – Teaching Assistant / Higher Level Teaching Assistant

Line Manager: Assistant Headteacher

Responsible to: Headteacher

Purpose of Role:

- To work under the direct instruction/guidance of teaching staff to undertake work/care/support programmes to enable access to learning for pupils.
- To assist the teacher in the management of pupils and the classroom.
- Work may be carried out in the classroom or outside the main teaching area.

Support for Pupils:

- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes, intervention activities.
- Attend to the pupil's personal needs and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters.
- Supervise and support pupils ensuring their safety and access to learning.
- Establish good relationships with pupils, acting as a role model, being aware of, and responding appropriately to individual needs.
- Promote the inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher.

Support for Teachers:

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
- Cover classes when required (HLTA).
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Assist with the planning of learning activities.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Establish constructive relationships with parents/carers.
- Provide clerical/administrative support e.g. photocopying, typing, filing, collecting money etc.

Support for the Curriculum:

- Assist in the preparation and development of agreed curriculum activities.
- Undertake programmes linked to local and national learning strategies, e.g. English and Maths, Early Years, KS1 and KS2, recording achievement and progress and feeding back to the teacher.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use. Support for the School
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.



- Be aware of, support difference, and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall Christian ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of a teacher.

Specific Purpose

- To undertake specific responsibility for an area of the curriculum or for provision for specific pupils as agreed on an annual basis
 - To lead on this area and to participate in the annual appraisal cycle relating to this specific area
 - To set personal targets, review own practice and take responsibility for own professional development
 - To act on feedback from line manager
 - To attend relevant training as requested
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PERSON SPECIFICATION – Teaching Assistant / Higher Level Teaching Assistant

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and Maths • First-aid training, or willingness to complete it
Experience	<ul style="list-style-type: none"> • Experience working in a school environment or other educational setting • Experience working with children / young people • Experience planning and delivering learning activities • Experience of planning and leading teaching and learning activities
Skills and knowledge	<ul style="list-style-type: none"> • Good literacy and numeracy skills • Good organisational skills • Ability to build effective working relationships with pupils and adults • Skills and expertise in understanding the needs of all pupils • Knowledge of how to help adapt and deliver support to meet individual needs • Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils • Excellent verbal communication skills • Active listening skills • The ability to remain calm in stressful situations • Knowledge of guidance and requirements around safeguarding children • Good ICT skills, particularly using ICT to support learning • Understanding of roles and responsibilities within the classroom and whole school context • Understanding of effective teaching methods • Knowledge of how to successfully lead learning activities for a group or class of children • Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support • Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice



**Personal
qualities**

- Enjoyment of working with children
- Sensitivity and understanding, to help build good relationships with pupils
- A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding pupil's wellbeing and equality
- Resilient, positive, forward looking and enthusiastic about making a difference
- Capacity to inspire, motivate and challenge children and young people