

9. Under the direction of Class Teachers/HLTA, communicate with professionals from outside the school and contribute to meetings held to review pupils' progress.
10. In collaboration with Class Teachers/HLTA, communicate and liaise with parents and carers to facilitate the progress and inclusion of pupils
11. Attend outings with pupils, in accordance with school policies and safety guidelines, providing assistance with pupils' care and welfare and with the learning activities undertaken.
12. Under take any other reasonable duties from time to time as may be directed by the Headteacher or his/her nominee

Personal responsibilities

1. Be aware of key school plans, policies and procedures, especially the School Development Plan, Health and Safety Procedures and Child Protection Procedures.
2. Take part in Performance Management in order to identify and agree development and training needs.
3. Within your contracted hours, and as identified in Performance Management Processes, undertake such training as may be required to enable you to provide the school with effective support. Training may be in aspects of the National Literacy and Numeracy Strategies, or Key Stage 3 Strategy, in behaviour management or particular areas of learning need. Training may be provided centrally or in school.
4. Within your contracted hours, attend staff meetings as required.
5. Be aware of the learning and physical needs of the pupils you support.
6. Respect the confidentiality of pupil information and respond sensitively to pupils' needs
7. To promote the safeguarding of children.

Signed ----- Date -----



PERSON SPECIFICATION

POSITION	TEACHING ASSISTANT
GRADE	SCALE 4

The person specification sets out the criteria to be used in determining whether an individual is likely to be able to undertake the duties in the job description.

EDUCATION, EXPERIENCE & ABILITIES	LEVEL 1	LEVEL 2	LEVEL 3
E1. Demonstrable levels of numeracy & literacy equivalent to GCSE (A-C) (or by test).	✓	✓	✓
E2. Attend induction training (for level 1 a willingness to attend); NLS, NNS, ALS, ELS, FLS training as appropriate and training relevant to the post.	✓	✓	✓
E3. Attend school training sessions.	✓	✓	✓
E4. Experience of working with children (either paid or unpaid capacity) preferably in an education setting.	✓	✓	✓
E5. Working towards NVQ level 2 or other recognised qualification.	✓		
E6. Hold NVQ level 2 or equivalent or other accredited qualification.		✓	
E7. NVQ Level 3 (or working towards) or equivalent accredited qualification.			✓
E8. Working towards NVQ level 3 or equivalent accredited qualification.		✓	
E9. Evidence of specialism in specific curriculum areas or areas of particular learning difficulty.			✓
E10. Able to form and maintain appropriate professional relationships and boundaries with children and young people.	✓	✓	✓
E11. Ability and willingness to work as part of a team	✓	✓	✓
E12. Ability to supervise pupils effectively both in and out of school in line with the school's behaviour policy.	✓	✓	✓
E13. Ability to communicate effectively with a	✓	✓	✓

EDUCATION, EXPERIENCE & ABILITIES	LEVEL 1	LEVEL 2	LEVEL 3
range of people.			
E14. Ability to organise the classroom activities e.g. preparing and setting out resources (under direction).		✓	✓
E15. Ability to organise the classroom activities e.g. preparing and setting out resources and implementing strategies for T&L (under direction).	✓	✓	✓
E16. Ability to deal with sensitive information in a confidential manner.	✓	✓	✓
E17. Understanding of basic First Aid procedures.	✓	✓	✓
E18. Knowledge of the requirements of the national literacy and numeracy strategies.	✓	✓	✓
E19. Knowledge & understanding of the National Curriculum including the literacy and numeracy strategies.		✓	✓
E20. A commitment to providing a responsive and supportive service and a willingness to constantly seek ways of improving the service.	✓	✓	✓
E21. A commitment to deliver services within the framework of the school's equal opportunities policy.	✓	✓	✓
E22. Understanding of and commitment to work within the scope of school policies and procedures.	✓	✓	✓
E23. Knowledge & understanding of the school's health and safety policy.	✓	✓	✓
E24. An understanding of the importance of lesson plans, IEPs and learning objectives and to contribute to their learning.		✓	✓
E25. Willingness to attend and participate in meetings to review pupils' progress.		✓	✓
E26. An awareness of the learning and physical needs of the pupils.		✓	✓
E27. Ability to monitor and evaluate pupils' performance.			✓
E28. Ability to update and maintain accurate pupil records using the school's systems in place.			✓
E29. Ability to deliver NLS units to groups of pupils e.g. ALS, ELS, FLS.		✓	✓

