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**Broadfield Primary Academy**

**Job Description**

**Post: Teaching Assistant**

**Responsible to: Deputy Headteacher (Assessment, Inclusion and Intervention)**

**Class Teachers**

**Salary Scale: Grade 3 - Points 11 – 13 (32.5 Hours p/w) FTE 0.74 (Pro Rata)**

Core purpose of the Teaching Assistant

The core purpose of the Teaching Assistant is to assist with the teaching, learning, supervision and welfare of all pupils within the organisation. Under the direct line management of the Deputy Headteacher responsible for assessment, inclusion and intervention, the Teaching Assistant works predominantly in the classroom learning environment. During the morning sessions, the Teaching assistants are allocated to individual year groups and phases by the aforementioned Deputy Headteacher to maximise support for quality first, in class learning. During these times, the line management of the Teaching Assistants is delegated to the class teachers and phase leaders so this valuable resource can be deployed to maximise learning impact on pupils.

During the afternoon sessions, Teaching assistant line management returns to the aforementioned Deputy Headteacher who, in consultation with other member of the middle and senior leadership teams, coordinates and manages the plethora of interventions needed to improve progress and close gaps of all pupils (including but not limited to those with or in receipt of a Pupil Premium, an attainment or progress deficit, English as an Additional Language and Special Educational Needs). As appropriately skilled and qualified language, linguistic and mathematical professionals, Teaching Assistants work with children of all ages and needs and are accountable for the progress children make in their intervention sessions.

Teaching assistants perform their duties throughout the school day both in lesson times and during periods of transition and play. They work diligently to support good, observable behaviours and encourage those needing support to exercise appropriate and essential skills e.g. using eating utensils, maintaining personal hygiene, speaking correctly and developing independence in personal and physical development.

Teaching and Learning Support for Pupils

* To support and drive learning both in class and across the school as directed by the aforementioned Deputy Headteacher and/ or the class teacher
* To develop a knowledge of a range of learning support needs and to develop an understanding of the specific needs of the pupils to be supported;
* To supervise and provide particular support for pupils, ensuring their safety and access to learning activities;
* Taking into account the learning support involved, to aid the pupils to learn as effectively as possible both in group situations and on his/her own by, for example:
* clarifying and explaining instructions;
* ensuring the child is able to use equipment and materials provided;
* assisting in weaker areas, e.g. language, behaviour, social skills, reading, spelling, handwriting/presentation;
* helping children to concentrate on and finish work set;
* meeting physical needs as required whilst encouraging independence;
* assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes;
* developing appropriate resources to support the children;
* providing support for individual children inside and outside the classroom to enable them to interact with others and engage in activities led by the teacher.
* To establish a constructive relationship with the pupils and interact with them according to individual needs;
* To promote the inclusion and acceptance of all children;
* To set challenging and demanding expectations and promote self-esteem and independence;
* To help all children maintain the highest standards of personal hygiene and intervene with colleagues through hands on assistance where necessary;
* To provide the necessary pastoral care to enable children to feel secure and happy;
* To provide feedback to pupils in relation to progress and achievement under the guidance of the teacher;

Support for teachers

* Assist with the aforementioned Deputy Headteacher (and other professionals as appropriate), in the development and planning of a suitable programme of support for pupils;
* Monitor pupil’s responses to learning activities and accurately record achievement as directed;
* Provide detailed and regular feedback about the children to the teacher;
* Contribute to the maintenance of children’s progress records;
* Participate in the evaluation of the support programme;
* Promote good behaviour, dealing promptly with conflicts and incidents in line with established policy, and encourage children to take responsibility for their own behaviour;
* Establish constructive relationships with parents/carers;
* Administer routine tests and undertake routine marking of children’s work;
* Support class teachers in photocopying and other tasks in order to support teaching

Support for the Curriculum:

* Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses;
* Undertake intervention programmes linked to needs identified through robust in school tracking and monitoring, 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;
* Assist with the preparation and maintenance of equipment/resources required to meet lesson plans/relevant learning activities to support the delivery of an enriched curriculum.

Support for the school:

* Be aware of and comply with the procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person;
* Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop;
* Contribute to the overall ethos/work/aims of the school;
* Appreciate and support the roles of other professionals;
* Attend and participate in relevant meetings as required;
* Develop relationships to foster links between home and school;
* Liaise, advise and consult with other members of the team supporting the children as appropriate;
* Contribute to reviews of children’s progress as appropriate,
* Set a good example in terms of dress, punctuality and attendance;
* Prepare and present displays of children’s work as required;

Other duties

* To liaise as necessary with any other recognised body or agency in the furtherance of the school’s needs, or those of any pupil, employee or parent/carer
* To attend appropriate and relevant meetings and events outside the normal school day for example Parent Association events and governor meetings
* To work with TKAT, and any other school within the trust
* Any other duties reasonably requested by the Headteacher