



EMPOWERING ALL YOUNG PEOPLE TO TAKE ON THE WORLD

Job role:	Teaching Assistant (Primary School)
Responsible to:	Head of Inclusion/Business Manager
Start date:	ASAP
Salary:	Scale 3, Point 5 - £24,850 - pro rated for 41 weeks
Job purpose:	To support the learning and progress of all pupils within the Early Years setting or Primary School. Responsible for the learning of students both by supervising classes in the absence of teaching staff and by working in smaller groups with students. Responsible for the preparation and display of curriculum materials.
Main duties and responsibilities:	<ol style="list-style-type: none">1. To take every opportunity to develop pupils' language, reading, numeracy and related skills as directed by class teachers.2. To assist in monitoring and recording the progress of individual pupils in accordance with school procedures, and reporting to class teachers.3. To give oral and written feedback to pupils on their attainment in order to promote further progress.4. To work with teachers to identify and respond appropriately to pupils' individual needs, assisting pupils in areas of specific difficulty.5. To assist the teacher in setting appropriate learning and behaviour expectations of pupils and supporting pupils appropriately to achieve these.6. To help promote and reinforce pupils' self-esteem, encouraging inclusion of pupils with special educational needs.7. To help create and maintain a purposeful, orderly and

supportive environment for pupils' learning, ensuring that pupils are able to use equipment and materials provided.

8. To undertake the general care of equipment, hygiene and safety and to render 1st Aid, where and when appropriate.
9. In the presence of the teacher, present agreed learning tasks in a clear and stimulating manner to help maintain pupils' interest and motivation; to work with pupils individually and collectively by contributing to decisions about the most appropriate learning goals and strategies.
10. Outside the classroom, to work with groups of pupils. The number of pupils included will reflect the nature of the task, the pupils concerned, the location involved and the length of time to be supervised.
11. To provide information that supports the preparation and review of Personal Learning Plans and to action appropriate tasks from IEPs.
12. To use a range of supporting techniques, including computers and other resources, and consider in consultation with the teacher when and how to deploy them.
13. Under the direction of appropriate professionals and after adequate training, to assist in meeting particular pupils' needs, e.g. physical development, speech/language development, and medical needs identified in an approved care plan agreed by parents.

The scope of these duties are that which would generally be carried out by a parent.

14. After adequate training, to carry out welfare duties in relation to the physical and care needs of the pupils, including dressing, feeding and toileting if appropriate, whilst encouraging independence wherever possible. This excludes the medical procedures spelt out in point 23 of this job description.
15. To produce and maintain classroom resources, displays and classroom layout in consultation with the teacher.
16. To help train pupils in the individual and collaborative study skills necessary for learning.
17. To work alongside other adults, including teachers, trainee teachers, and other support staff.

	<p>18. To supervise pupils during breaks and/or lunchtimes if required.</p> <p>19. To dine at lunchtime in the canteen with a group of students and act as a positive role model for a family dining experience.</p> <p>20. To maintain confidentiality at all times with regard to both supported pupils and the wider school.</p> <p>21. To take part in in-service training, relevant performance management arrangements and other meetings, as directed in normal contracted working hours; to be conversant with school policies and procedures.</p> <p>22. Carry out routine clerical tasks, e.g. collecting trip money, distributing letters and producing class lists.</p> <p>23. Other appropriate duties relevant to the purpose of the post and competency of the post holder, as reasonably required by the teacher/head teacher.</p> <p>24. To administer medical care following proper training, e.g. nebulised medication.</p> <p>25. To run an after school club based on your own areas of personal interest.</p> <p>26. To work in our After School Provision on a rotational basis.</p> <p>27. This general job outline covers most of the areas of responsibility. There may be other important aspects of the work, which will arise, e.g. visiting children at home during the working day, before they are admitted into school.</p>
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<p>Qualifications and Experience</p>	<ul style="list-style-type: none"> ● Qualified to work in the UK ● Level 3 Qualifications — C&G, CLPE or other equivalent qualification HLTA Status (desirable) ● Competent English and Mathematics skills assessed by a test ● Experience of delivering consistently effective monitoring and tracking systems Experience of coaching pupils ● Experience of supporting students of all abilities ● Experience of communicating effectively with parents,
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	<p>pupils and teachers Experience of managing logistics</p> <ul style="list-style-type: none"> ● Successful experience of supporting the changing needs of pupils ● Experience of communicating and relating well to children in Early Years and Year 1 settings ● Experience of organizing classroom activities and assisting in the development of literacy skills within Early Years and Year 1 settings ● Experience of delivering specific intervention programmes, including Literacy (desirable) ● Experience of supporting the learning and progress of SEN, EAL and G&T learners
<p>Knowledge and skills</p>	<ul style="list-style-type: none"> ● A passion for working with children ● A good understanding of how to monitor and track the progress of students ● A good understanding of how you, as an adult, can create a culture of high expectations ● An understanding of the complex lives some students lead ● A good understanding of safeguarding issues ● A good understanding of first aid (desirable) ● A knowledge of child learning processes and development stages ● Awareness of the implications of equal opportunities on educational practice