



Job Description – Teaching Assistant Level 1

Salary: Grade NJC 3-5

Working Time: 27 hours per week, term time only
(8.45am to 3.10pm, Mon to Fri)

Job Purpose:

- To support pupils in their learning and development, in small groups or with individual pupils as directed, treating them with respect and consideration
- To help raise standards of achievement for students and help them to make progress
- To encourage the social and emotional development of pupils
- To help pupils to become more independent
- To consistently promote positive values, attitudes and behaviour

Designation of post and position within departmental structure:

To be responsible to the SENCO (Director of Inclusion)

Main duties and responsibilities:

Working under the direction and supervision of a qualified teacher.

Planning and expectations

Working within school policies and procedures to:

- Promote equal opportunities for all pupils;
- Contribute to discussions with the teacher on the development of work programmes, work activities and support programmes for students;
- Provide feedback to pupils and the teacher;
- Maintain a pack of TA resources designed to support the individual needs of students (visual tools, timers, whiteboards etc);
- Read SAPs to be aware of students' needs, strategies that should be used and SAP outcomes;
- Know which students are on the SEN register and therefore need support.

Monitoring & Assessment

- Support teachers in evaluating pupils' progress;
- Monitor pupils' responses to learning and provide feedback;
- Contribute to discussions of pupils' progress.

Teaching & Learning

- Communicate effectively and sensitively with pupils to support their learning;
- Use of effective questioning to facilitate the learning of students;
- Use of plan, do, review type of support;
- Ensure students understand the task within the lesson by:
 - ensuring students understand the learning objective
 - ensuring students understand the learning activity
 - Providing appropriate scaffolding for learning
- Ensuring students are clear about the purpose of the task they are undertaking, how it should be completed, how it should be presented and the time they have for the task;

- Modelling and explaining appropriate and relevant language and tasks as necessary;
- Help pupils to acquire new knowledge and skills, increase their understanding and work at an appropriate pace by:
 - checking that pupils are activating prior knowledge
 - Using plan, do, review approach
 - Ensuring that tasks and resources are well matched to pupils' individual needs and informing teaching staff if differentiation is needed
 - Having high expectations of achievement
 - Using a range of appropriate strategies when pupils encounter difficulties
 - Ensuring that there are opportunities for pupils to work independently, work collaboratively in pairs/groups and to feedback
 - Providing opportunities for speaking and listening
 - Checking that pupils can explain what they know/can do during and at the end of the lesson
- Help pupils sustain concentration, motivation and appropriate behaviour by:
 - Ensuring that pupils demonstrate good on-task behaviour and respond to reminders to remain on task/work at an appropriate pace
 - Motivating pupils so that they show interest in their tasks through questions, responses, discussion with peers/adults
 - Using positive language, encouragement and specific praise where relevant
 - Provide feedback to students on their work and their progress
 - Promote and support the inclusion of all pupils in the learning activities in which they are involved
 - Respond to equal opportunities issues as they arise by challenging bullying and harassment and reporting to the teacher as necessary

Professional Values & Practice

- Have high expectations of all pupils and assist the promotion/reinforcement of pupils' self-esteem;
- Respect pupils' social, cultural, linguistic, religious and ethnic backgrounds;
- Be committed to raising the educational achievement of pupils;
- Build and maintain successful relationships with pupils, treating them consistently, with respect and consideration and to be concerned for their development as learners;
- Demonstrate and promote the same positive values, attitudes and behaviour that are expected from pupils;
- Work collaboratively with colleagues;
- Carry out all aspects of the role effectively and to seek help, advice or guidance when necessary;
- To work with individuals or small groups under the supervision of the teacher.

General

- Maintain a safe environment for pupils;
- Supervise pupils off site on school trips and other external visits;
- Provide welfare support for pupils.

Additional Duties

Any other duties which reasonably fall within the purpose of the post, and which may be allocated by the SENDCo. This may include:

- Supervise pupils during breaks
- Attend department meetings
- Attend reviews of students
- Any other duties as directed by the SENDCo that are commensurate with the responsibilities of the role.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

All non-teaching employees are subject to a probationary period of six months. Employees are expected to prove their suitability for the job within their probationary period in terms of both conduct and competence.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Signed:

Date:

PERSON SPECIFICATION – TEACHING ASSISTANT LEVEL 1

Criteria	Essential	Desirable
Qualifications And Training	<ul style="list-style-type: none"> Proven skills in basic literacy and numeracy Has a minimum of 1 years relevant experience 	<ul style="list-style-type: none"> Qualified First Aider
Competence Summary (Knowledge, abilities, skills, experience)	<ul style="list-style-type: none"> Good organisational ability Able to communicate effectively with children, parents and other staff Able to motivate and encourage pupils Awareness of child protection and bullying issues Awareness of, and ability to promote, the school's social inclusion policies and practices 	<ul style="list-style-type: none"> Experience of working with children with special needs
Work-related Personal Requirements	<ul style="list-style-type: none"> Actively enjoys working with children and has empathy with pupils and is sympathetic to their needs Professionally discreet and able to respect confidentiality Flexible approach to tasks Firm, sensitive and effective approach towards pupil discipline Willing to work as part of a team 	
Other Work Requirements	<ul style="list-style-type: none"> Patient and resilient 	