



Arnhem Wharf  
Primary School

<b>JOB DESCRIPTION</b>		
<b>POST TITLE:</b> Teaching Assistant (Intermediate Level)	<b>POST NO:</b>	<b>GRADE:</b> APT & C Scale 3
<b>DIRECTORATE:</b> Education	<b>NAME OF SCHOOL:</b>	<b>LOCATION:</b>
<b>RESPONSIBLE TO:</b> Headteacher/Deputy Headteacher/SENCO/Inclusion Co-ordinator/Class Teacher/EMA Co-ordinator  <b>STAFF SUPERVISED:</b> N/A  <b>RESPONSIBLE FOR:</b> N/A		
<b>PURPOSE OF THE JOB:</b>  To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils. To encourage pupils to become independent learners, to ensure their safety and welfare, and support the inclusion of pupils in all aspects of school life.		
<b>MAJOR DUTIES AND RESPONSIBILITIES:</b>  <ol style="list-style-type: none"><li>1. To work with individual children/students and groups, under the direction of the class teacher, introducing tasks, monitoring children's work and using a range of strategies to support their learning.</li><li>2. To help pupils to access the full curriculum, at the same time promoting independent learning.</li><li>3. To observe pupils' performance, and using the systems in place in the school/class. Provide the teacher with feedback on pupil progress and help to maintain individual and group records.</li><li>4. To contribute to the planning and evaluation of learning activities for individuals and groups, liaising with and maintaining effective working relationships with colleagues.</li><li>5. To help prepare and maintain a purposeful, orderly and supportive environment for learning.</li><li>6. To provide care with regard to the physical welfare of pupils/students.</li></ol>		

**JOB ACTIVITIES:**

1. To use a range of support methods and resources, including ICT, appropriate to the needs of individuals and groups, as directed by the class teacher/SENCO/inclusion Co-ordinator/EMA Co-ordinator.
2. To support the organisation of the learning environment, including the production, maintenance and storage of resources.
3. To meet regularly with the Class Teacher/SENCO/Inclusion Co-ordinator during contracted hours to discuss children's/students' progress and to plan and review support.
4. To attend formal meetings during contracted hours to discuss children's/students' progress with parents and other professionals as part of the relevant staff group.
5. To support the school's aims and ethos.
6. To familiarise with, activity support and comply with all the schools' policies and procedures e.g. Health and Safety, Equal Opportunities, Child Protection, Behaviour
7. To undertake supervision of playground activities as directed by the Headteacher.
8. To undertake care tasks related to children's/students' physical welfare in accordance with LEA guidance and procedures.
9. To accompany children/students and teachers on educational visits and trips during contracted hours.
10. To undertake other similar duties commensurate with the grade, provided that such duties are within the competence of the postholder.

**JOB ACTIVITIES RELEVANT TO TEACHING ASSISTANTS AT INTERMEDIATE LEVEL**

1. To support the teaching of National Literacy Strategy and the National Numeracy Strategy ( in primary schools) and the KS3 Strategy in secondary schools, helping pupils with activities which develop their literacy and numeracy skills.
2. To deliver structured intervention and catch-up programmes to support the development of literacy and/or numeracy skills, e.g. Additional Literacy Support (ALS), Early Literacy Support (ELS) and Springboard mathematics in primary schools and other intervention programmes in secondary schools.
3. To provide targeted support to individuals and groups, including those pupils with English as an Additional language or special educational needs.
4. To contribute to the planning for teaching and learning.

## **PERSON SPECIFICATION RELEVANT TO ALL TEACHING ASISTANTS**

- 1. The ability to work as part of a team**
- 2. The ability to communication effectively with individuals and groups of children, teachers, parents and other members of staff**
- 3. The ability to establish and maintain effective working relationships with teachers and other members of staff**
- 4. The ability to accept guidance and direction from teachers**
- 5. The ability to distinguish between the roles and responsibilities of the Teaching Assistant and the class Teacher**
- 6. The ability to keep written records and support the development of pupils' literacy and numeracy skills with confidence**
- 7. Awareness of how pupils learn and the various factors which effect their learning**
- 8. Awareness of the need to show respect and value of pupils as individuals**
- 9. An understanding of commitment to inclusive education**
- 10. A willingness to undertake paid training to develop job related skills and seek to achieve NVQ lever 2 qualification (or its equivalent)**
- 11. A sympathetic approach to parents and an understanding of the need for confidentiality**
- 12. A commitment to the Authority's Equal Opportunities Policy**
- 13. Be prepared to work throughout the school with any age group**
- 14. The ability to adapt to differing environments within the school and to take needs of different children**
- 15. An understanding of, and sympathy with, the aims of the school.**

## **PERSON SPECIFICATION RELEVANT TO TEACHING ASSISTANTS AT INTERMEDIATE LEVEL:**

**A willingness to undertake paid training in normal contractual hours to develop expertise and specialist skills in at least two areas:**

- Support for Bilingual/multilingual pupils**
- Support for pupils with communication and interaction difficulties**
- Support for pupils with cognition and learning difficulties**
- Support or pupils with behavioural, emotional and social development needs**
- Support for pupils with sensory and/or physical impairment**
- Support for the use of information and communication technology in the classroom**
- Support for pupils in developing their literacy skills**
- Support for pupils in developing their numeracy skills**

## **PERSONAL RESPONSIBILITIES RELEVANT TO ALL TEACHING ASISTANTS**

- 1. Report the confidentiality of pupils' information and respond sensitively to pupils' needs.**
- 2. Be aware of the particular learning and physical needs of the pupils you support.**
- 3. Actively participate in the school's performance management scheme, as specified in the school policy, meeting regularly with your line manager, in accordance with the scheme, ensuring that performance standards/targets are set and met within the agreed time scale**
- 4. Undertake other relevant and appropriate training during contracted hours, as identified with your line manager at a Performance Management Review.**
- 5. Within your contracted hours, attend staff meetings, as required.**

## **EQUAL OPPORTUNITIES STATEMENT**

**To ensure equality of opportunity for all people in service provision and in employment, and to oppose strongly any form of discrimination.**