

## JOB DESCRIPTION

### RICHARD ATKINS PRIMARY SCHOOL

#### SECTION A:

**Reporting to:** Class Teacher, Phase Leader or Headteacher

Job Title:	Teaching and Learning Assistant
Grade:	Scale 3

#### SECTION B: PURPOSE OF POST

To work under the direct instruction of teaching/senior staff, usually in or outside the classroom, to support access to learning for all pupils (including children with special needs) and provide general support to the teacher in the management of pupils and the classroom.

#### SECTION C: MAIN DUTIES, RESPONSIBILITIES AND ACCOUNTABILITY

##### **Support for Pupils**

- To ensure that each child's potential is fully developed in a social, physical, psychological and cultural sense and their development both as an individual and as a member of a group, is paramount at all times.
- Attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters
- Assist with the development and implementation of Learning Support Plans (previously known as I.E.P.s).
- Maintaining good order and discipline among pupils, safeguarding their health and safety, both on school premises and when engaged in authorised school activities elsewhere.
- Supervise and support individual or groups of pupils across the school and during lunch and playtimes ensuring their safety and access to learning.
- Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
- Promote the inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Encourage pupils to act independently as appropriate.
- To render first aid in accordance with school policy.

##### **Support for the Teacher**

- Support pupils to understand instructions.
- Support pupils in respect of local and national learning strategies e.g. "catch-up group work", literacy, numeracy, KS2, KS1, Early Years, as directed by the teacher/SENCo.
- Support pupils in using basic ICT as directed.
- Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use.

##### **Support for the School**

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Appreciate and support the role of other professionals.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Attend and participate in relevant meetings both during and after the school day as required.
- Participate in training and other learning activities as required and performance development as required.

- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.
- Maintain an identified communal area of the school (subject to change annually), ensuring it is safe tidy and attractive.

### **Behaviour Management**

- To foster in the pupils a sense of responsibility and caring towards others, adults as well as the facilities of the school and it's environment.
- To work in line with Statutory Guidelines relating to the Equality Act 2010.
- To positively manage pupil behaviour in line with the school policy, taking into account the ages, personal, social and emotional needs of each pupil.

### **School Policies**

To work in line with school policies including:

- developing and maintaining links between home and school.
- Participating in relevant professional development as required in order to meet the needs of the pupils.
- developing knowledge and understand of school policies and applying them as required
- To maintain confidentiality and sensitivity to the pupil's needs but have regard to the safeguarding procedures of the school and London Borough of Lambeth
- To carry out duties as directed by the Phase Leader and Head Teacher.

### **Management of Resources**

- To effectively use all school resources to support teaching and learning and raise the attainment of each pupil

### **School Ethos**

- To foster in the children a sense of responsibility and caring towards the facilities of the school and it's environment.
- To establish and maintain good relationships with colleagues, pupils and families.
- To plan and develop a classroom environment which will be stimulating and conducive to effective teaching, learning and achievement.

### **Data Protection**

- It is essential when working with computerised systems that you are completely aware of their responsibilities at all times under the Data protection Act 1984 for the security, accuracy, and significance of personal data held on such systems.

### **Equal Opportunities**

- To take responsibility, appropriate to the post for tackling racism and promoting good race, ethnic and community relations.

### **Health & Safety**

- In carrying out the tasks in this job description you have a duty (under the Health and Safety at Work Act (1974),) to take reasonable care for the health and safety of yourself and that of others. This implies taking positive steps to monitor and maintain a safe and secure working environment. It is expected that whilst maintaining an effective and efficient working environment you will comply with safety rules and procedures and ensure that nothing you do, or fail to do, puts yourself or others at risk. This includes contributing to a safe and secure environment for the school community.
- In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and healthy environment and including such information, training instruction and supervision as necessary to accomplish those goals.

**Safeguarding**

- To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Lambeth's Area Safeguarding Children's Board and the school's safeguarding policy.
- To be alert for any child 'at risk' and assist in identification of child abuse: To remain vigilant and do everything possible to protect pupils and others from abuse of a physical, emotional, sexual, neglectful, financial or institutional nature. This includes an absolute requirement to report to the Lead Child Protection Officer any incident of this nature you witness, hear about or suspect.

**Other**

- To continuously develop your own role, taking responsibility for identifying and addressing training and development needs.
- To carry out, as and when required, any additional tasks and responsibilities as are reasonably compatible with this job description and its objectives.

**SECTION D: FUNCTIONAL LINKS**

- To work in partnership with the Headteacher, Phase Leader, SLT, Class Teacher and Parents/Carers as required

**SECTION E: CONDITIONS OF SERVICE**

The terms and conditions of this post are detailed in the appropriate section of the NJC Green Book.

**SECTION F: SIGNATURES – JOB DESCRIPTION DISCUSSED AND AGREED**

Signature of Post Holder: .....Date: .....

Signature (Head Teacher).....Date: .....

## PERSON SPECIFICATION

**School:** Richard Atkins Primary School  
**Job Title:** **Senior Teaching and Learning Assistant**  
**Directorate:** Children & Young People's Service  
**Grade:** Scale 3

CRITERIA	EXAMPLES
<b>Qualifications/ Training</b>	<ul style="list-style-type: none"> <li>Numeracy and literacy qualification at NVQ level 2, or equivalent, or enrolled on a course working towards this.</li> <li>Completion of DfES Teacher Assistant Induction Programme or equivalent childcare qualification or experience.</li> <li>Appropriate first aid training</li> </ul>
<b>Relevant Experience</b>	<ul style="list-style-type: none"> <li>Working with or caring for children of relevant age including children with special educational needs.</li> </ul>
<b>Knowledge/ Skills</b>	<ul style="list-style-type: none"> <li>Use basic technology – computer, video, photocopier</li> <li>Ability to relate well to children and adults</li> <li>Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</li> </ul>
<b>Key Competencies</b>	<ul style="list-style-type: none"> <li><b>Teamworking:</b> Works in a positive and co-operative way, learning from others and contributing to the development of the team.</li> <li><b>Caring Effectively:</b> Demonstrate sensitivity, respect and kindness towards the school community, ensuring their needs are met within care plans.</li> <li><b>Demonstrating Resilience:</b> Demonstrates positive, controlled and consistent behaviour even in crisis situations.</li> <li><b>Maintaining Integrity:</b> Maintains personal integrity and adheres to good practice.</li> <li><b>Developing New Skills:</b> Is committed to own development: seeks and embraces opportunities to improve skills &amp; knowledge.</li> <li><b>Respecting Diversity:</b> Seeks to develop an understanding of different groups and individuals and works to ensure equitable and appropriate treatment for all.</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>Displays commitment to the protection and safeguarding of children and young people, and has an up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people.</li> </ul>