



The Charles Kalms • Henry Ronson
Immanuel
College

HMC Independent Jewish Day School for Children aged 4-18

Academic Excellence
Expert Pastoral Care
Inspiring Jewish Education



The Independent Association
of Prep Schools

JOB DESCRIPTION

Job Description – ICPS Teaching Assistant

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Summary of the role:	To play a complementary and supporting role to the teacher in encouraging pupils in their learning and the acquisition of skills.
Accountable to:	<ol style="list-style-type: none"> 1. The Head of the Preparatory School. 2. On a day to day basis, the Class Teacher.
Main duties and responsibilities:	<ol style="list-style-type: none"> 1. Teaching and learning <ol style="list-style-type: none"> a) Ensure all pupils are appropriately supported in their learning be it academic, practical, behavioural or social, by adopting intervention strategies as directed by the teacher. b) Encourage and support the learning of individual pupils or small groups by complementing teaching and learning strategies deployed by the teacher. c) Prepare appropriate resources for lessons as directed by the teacher. d) Accompany teachers and pupils on educational visits and engage in the learning process for the benefit of the pupils e) Liaise with the teacher in order to ensure the effective delivery of the curriculum for all pupils and to help raise standards of achievement. f) Contribute to discussions with the teacher on the development of work and support programmes for pupils, in order to further support learning or behaviour.



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g) Assist in the efficient management and/or completion of individual pupil records through observation, recording and filing.

h) Be prepared to take on supervision of pupils and classes other than the main class supported.

2. Pastoral care

a) Liaise with the class teacher on the implementation of appropriate strategies to ensure that all pupils are supported pastorally.

b) Ensure that all pupils are adequately supported in the acquisition of personal skills through either direct or indirect intervention strategies as directed by the teacher.

c) Under the direction of the teacher, promote and model positive behaviour in all teaching areas.

d) Uphold the Code of Conduct/Behaviour Policy through effective delivery of its aims.

e) Provide pastoral/welfare support for all pupils in order to encourage their social and emotional stability and development.

f) Assist with the supervision of pupils in the playground and at lunchtimes to further support pupils in their learning.

g) Administer first aid if qualified to do so.

3. Management of Resources

a) Ensure that classroom resources are maintained effectively and available as required.

b) Assist in the preparation and creation of attractive and interactive learning displays.



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- c) Prepare work and activities in advance of the lesson (within employed hours), in order to ensure that the learning resources required are effective and accessible in order to achieve the learning outcomes.

4. Communications

- a) Where appropriate, develop a relationship to foster links between home and school, and to keep the school fully informed of relevant information.
- b) Respect confidentiality in issues linked to home /pupil /teacher /school.
- c) Work collaboratively with colleagues to meet the needs effectively of all pupils.
- d) Communicate concerns and observations to the relevant person regarding health & safety issues and child protection issues to maintain the school's duty of care.
- e) Liaise with parents regarding the effective sharing of information regarding the collection of pupils.
- f) Attend staff meetings when required.

5. Training & development of self and others

- a) Where appropriate, to assist in the induction, development and support of other TAs in their role.
- b) Participate in training activities and sessions offered by the school and other external agencies in order to further relevant knowledge and skills.



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All school staff are expected to:

- a. Work towards and support the school vision and the current school objectives.
- b. Contribute to the school's programme of extra-curricular activities.
- c. Support and contribute to the school's responsibility for safeguarding students.
- d. Work within the school's health and safety policy to ensure a safe working environment for staff, students and visitors.
- e. Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.
- f. Engage actively in the performance review process, and training and development opportunities available.
- g. Adhere to policies as set out in the Immanuel College Staff handbook.
- h. Undertake other reasonable duties related to the job purpose required from time to time.

You may also be required to undertake such other comparable duties as the Head requires from time to time.



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Person Specification			
The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.			
	Essential	Desirable	Method of assessment
	These are qualities without which the Applicant could not be appointed	These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	
Qualifications	<p><i>The professional, technical or academic qualifications that the Applicant must have to undertake the role or the training that they must have received</i></p> <ul style="list-style-type: none"> Qualification in childcare and/or education. 	<p><i>The professional, technical or academic qualifications that the Applicant would ideally have to undertake the role or the training that they should ideally have received</i></p> <ul style="list-style-type: none"> Recent relevant CPD in relation to EYFS/KS1/KS2. 	Production of the Applicant's certificates Discussion at interview Independent verification of qualifications
Experience	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to predict success in the role</i></p> <ul style="list-style-type: none"> Experience at supporting the learning of children in EYFS/KS1/KS2 	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to contribute to success in the role</i></p> <ul style="list-style-type: none"> Experience across more than one key stage. 	Contents of the application form Interview Professional references



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<p>Skills</p>	<p><i>The skills required by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> ▪ The ability to manage behaviour effectively. ▪ The ability to interact in a positive manner with colleagues, children and parents. ▪ The ability to support teachers with daily observations and assessments. ▪ Assist children on an individual basis, in small group and whole class work; 	<p><i>The skills that would enable the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> ▪ The ability to support the teacher to use assessments to develop an innovative and enriched curriculum. ▪ Good oral and written communications. ▪ Monitor, record and make basic assessments about individual progress ▪ Demonstrate the ability to learn and adapt from past experience. 	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>
<p>Knowledge</p>	<p><i>The knowledge required by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> ▪ To have an understanding of: <ul style="list-style-type: none"> - The roles played by various adults in a child's education. - Behaviour management strategies. 	<p><i>The knowledge that would enable the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> ▪ To have an understanding of: <ul style="list-style-type: none"> - Child development and the ways in which children learn. 	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>



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Personal competencies and qualities	<p><i>The personal qualities that the Applicant requires to perform effectively in the role and to ensure that the Applicant safeguards and promotes the welfare of children and young people</i></p> <ul style="list-style-type: none"> ▪ Motivation to work with children and young people. ▪ Ability to form and maintain appropriate relationships and personal boundaries with children and young people. ▪ Emotional resilience in working with challenging behaviours. ▪ Positive attitude to use of authority and maintaining discipline. ▪ Enthusiasm, commitment and energy. ▪ Good organisational and interpersonal skills. ▪ The ability to work positively and sensitively with pupils and parents. ▪ The ability & motivation to improve own practice and knowledge. 	<p><i>The personal qualities that would assist the Applicant to perform effectively in the role</i></p> <p>To display:</p> <ul style="list-style-type: none"> ▪ Ambition ▪ A sense of humour ▪ Resilience 	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>



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	<ul style="list-style-type: none">▪ The ability to work constructively as part of a team.▪ The ability to motivate others.▪ An understanding of and a commitment to supporting the ethos & values of the school.▪ The ability to adapt/ think on the spot when necessary.		
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