



JOB DESCRIPTION

Post Title: Teaching Assistant

Grade: Scale 5 NJC Scp 22-25

School: St Andrew's (Barnsbury) CE Primary

Members of staff should at all times, work within the framework provided by the School's Policy statements to fulfil the general aims and objectives of the School Development Plan.

The postholder will agree major objectives with the Headteacher. These objectives will include:

1. Achieving the highest possible standards of Education for pupils.
 2. Meeting the needs of pupils and to improve the level of achievement in this area across the school.
 3. Experienced Teaching Assistants only will be considered for this position.
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RESPONSIBILITY

The Teaching Assistant is responsible to the Deputy Head.

1. Work as part of the staff team at the direction of the Headteacher/Deputy Headteacher/SENCO/Class Teacher to support teaching provision and pupils' learning.
2. Under the guidance of the Class Teacher, to work with individuals and groups of pupils in class, including those pupils with additional educational needs, Special Educational Needs or EHCP, to help them to achieve to the best of their ability.
3. At the direction of the Class Teacher, to help to plan and organise learning activities. Help to develop and prepare resources, and plan and implement strategies for teaching and learning for individuals and groups of pupils, taking into account their specific needs, including Special Educational Needs.
4. Support the pupils to access the full curriculum. Be familiar with lesson plans, IEP targets and learning objectives.
5. Monitor the progress of identified pupils, keep written records consistent with school systems and provide the teacher with feedback on pupil progress in relation to provision.
6. Provide support for pupils' emotional and social development by encouraging and modelling positive behaviour, and dealing with disruption as agreed in the school's Behaviour Management Policy. Contribute to programmes of support for identified pupils.
7. Ensure the physical welfare of pupils and assist pupils with their physical needs as appropriate and agreed, e.g. assisting with lifting.



8. Communicate and liaise with other members of the school staff. Attend regular meetings and Training.
9. Under the direction of the Class Teacher, communicate and liaise with professionals from outside the school and implement their advice in provision for individuals or groups of pupils.
10. Under the guidance of the SENCO, contribute to setting IEP targets and to IEP reviews. Attend and contribute to meetings to review pupils' progress, and contribute to written reports.
11. In collaboration with the Class Teacher, communicate and liaise with parents and carers to facilitate the progress and inclusion of pupils, e.g. by acting as key worker or implementing home-school liaison systems.
12. Supervise pupils in the playground and plan and organise play time activities.
13. Attend outings with pupils, in accordance with school policies and safety guidelines, providing assistance with pupils' care and welfare and with the learning activities undertaken.
14. Undertake any other reasonable duties from time to time as may be directed by the Headteacher or his/her nominee
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Personal responsibilities

Be aware of key school plans, policies and procedures, especially the School Development Plan, Health and Safety Procedures and Child Protection Procedures.

Take part in Performance Management in order to identify and agree development and training needs.

Within your contracted hours, and as identified in Performance Management Processes, undertake specific training such as may be required to enable you to provide the school with effective support. This may include accredited training, training in a particular area of SEN, or in particular aspects of the National Curriculum, or particular areas of learning need. Training may be provided centrally or in school.

Within your contracted hours, attend staff meetings as required.

Understand the specific learning and physical needs of the pupils you support, and know how to respond appropriately.

Respect the confidentiality of pupil information and respond sensitively to pupils' needs.

Reporting to: Headteacher

Signed ----- Date -----



PERSON SPECIFICATION

EDUCATION AND EXPERIENCE

SKILLS, KNOWLEDGE & ABILITIES

ESSENTIAL CRITERIA

- Demonstrable levels of numeracy & literacy equivalent to GCSE (A-C).
- Attend induction training and training as appropriate and relevant to the post.
- Attend school training sessions.
- Experience of working with children (either paid or unpaid capacity) preferably in an education setting.
- NVQ Level 3 Teaching Assistants or equivalent accredited qualification.
- Evidence of specialism in specific curriculum areas or areas of particular learning difficulty.
- Experience of delivering Speech and Language programmes.
- Experience of Leading Phonics Sessions.
- Ability to form and maintain appropriate relationships with children with a secure knowledge of safeguarding procedures.
- Able to form and maintain appropriate professional relationships and boundaries with children and young people.
- Ability and willingness to work as part of a team.
- Ability to supervise pupils effectively both in and out of school in line with the school's behaviour policy.
- Ability to communicate effectively with a range of people.



- Ability to organise the classroom activities e.g. preparing and setting out resources (under direction).
- Ability to organise the classroom activities e.g. preparing and setting out resources and implementing strategies for T&L (under direction).
- Ability to deal with sensitive information in a confidential manner.
- Understanding of basic First Aid procedures.
- Knowledge of the requirements of the national literacy and numeracy strategies.
- Knowledge & understanding of the National Curriculum including the literacy and numeracy strategies.
- A commitment to deliver services within the framework of the school's equal opportunities policy.
- Understanding of and commitment to work within the scope of school policies and procedures.
- An understanding of the importance of lesson plans, IEPs and learning objectives and to contribute to their learning.
- Willingness to attend and participate in meetings to review pupils' progress.
- An awareness of the learning and physical needs of the pupils.
- Ability to monitor and evaluate pupils' performance.
- Ability to undertake and take a lead responsibility organising reading recovery programmes etc.
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.