



JOB DESCRIPTION

Job Title:

Teaching Assistant

Location:

Rockingham Primary School

Job Purpose:

To work under the specific supervision, instruction and guidance of the class teacher to support the teaching and learning activities in the classroom.

To provide general support to the class teacher in the organization and management of pupils and the classroom.

To assist the teacher in creating and maintaining a purposeful, orderly and supportive learning environment.

To promote the inclusion of all pupils, ensuring they have equal access to opportunities to learn and develop.

To be responsible for promoting and safeguarding the welfare of children and young people within the school.

Background:

The David Ross Education Trust (DRET) is a network of academies with a geographical focus on Northamptonshire, Leicestershire, Lincolnshire, Yorkshire/Humberside and London.

Our aim is to be the country's leading academy chain, committed to delivering the highest educational standards alongside an unrivalled package of sporting and cultural enrichment.

Reporting To:

Assistant Headteacher, Class teacher, Higher Level Teaching Assistant

Grade:

NJC 3

Where the salary quoted is the full time equivalent (FTE), part time/ term time posts are paid pro-rata.

Hours:

32.5 hours per week (8.30am to 3.30pm includes 30 mins break, Monday to Friday)
Term time, 39 weeks per year

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

MAIN DUTIES AND RESPONSIBILITIES

Support for pupils

- ★ Under the specific supervision of the class teacher, to work with individuals and groups of pupils to deliver learning programmes.
- ★ To encourage pupils to interact with others and engage in activities led by the teacher.
- ★ To assist with the general pastoral care of the pupils, including helping pupils who are unwell, distressed or unsettled.
- ★ To assist the pupils with personal needs as appropriate.

Support for the teacher

- ★ To prepare and maintain basic classroom resources and equipment as directed by the class teacher and assist pupils in their use.
- ★ To prepare the classroom as directed for lessons, ensuring that resources are available and cleared away at the end of the lesson as appropriate.
- ★ To provide regular feedback to teachers on pupils' achievement and progress.
- ★ To provide feedback on pupils in relation to progress and achievement under guidance of the teacher. This may include feedback on pupil progress in meeting individual Education Plan Targets.
- ★ To administer and mark routine tests under the guidance of the class teacher and in line with the school's marking policy.
- ★ To be aware of the planning of work and activities.
- ★ To provide general clerical support to the teacher, e.g. photocopying, laminating, filing etc. as required.

Support to the school

- ★ To be aware of and comply with policies and procedures relating to child protection, health, safety and security. SEN/Inclusion and data protection reporting all concerns to the appropriate named person.
- ★ To assist with the supervision of pupils out of lesson time but during the school day, within contracted hours as necessary for their safety.
- ★ To accompany teaching staff and pupils on visits, trips and out of school activities within contracted hours as required.
- ★ To assist with the general pastoral care of pupils, including helping pupils who are unwell, distressed or unsettled.
- ★ To attend relevant meetings and participate in training opportunities and professional development as required.
- ★ To attend relevant meetings and participate in relevant training and performance development as required.
- ★ To adhere to school health and safety policy including risk assessment and safety systems.
- ★ To adhere to school policy on equality and diversity.

Support for the curriculum

- ★ To assist with the development of basic Literacy, Numeracy and IT skills and to support their use in learning activities.
- ★ To undertake broadly similar duties commensurate with the level of the post as required by the head teacher.

KNOWLEDGE/SKILLS/EXPERTISE

Essential

- ★ Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- ★ Motivation to work with children and young people.
- ★ Accurate spelling and grammar knowledge.
- ★ Good numeracy/literacy skills.

Desirable

- ★ Training in the relevant learning strategies e.g. literacy.
- ★ Effective use of ICT to support learning.
- ★ Use of other equipment technology - video, photocopier.

ACADEMY LEVEL

- ★ Primary

PERSON SPECIFICATION

Your application will be reviewed against the essential and desirable criteria listed below.

Applicants are strongly advised to explicitly state and evidence how they meet each of the essential (and desirable) criteria in their application. Stages of assessment are as follows:

- 1 - Application
- 2 - Test/Presentation
- 3 - Interview

	Essential	Desirable	Assessed
Qualifications and Professional Development			
★ 5 GCSE at C grade or above including Maths and English	✓		
★ Level 3 Certificate in Supporting T & L in Schools or equivalent	✓		
★ A level education in one or more subjects		✓	
Experience			
★ Experience of working with children or young people	✓		
★ Experience of working in an educational environment	✓		
★ Minimum of two years working in a primary setting	✓		
★ An understanding of the teaching and learning process		✓	
Professional Skills and Knowledge			
★ Ability to engage with a wide range of students from different backgrounds	✓		
★ Ability to work collaboratively with colleagues across the Academy	✓		
★ Be able to work under pressure and prioritise your own workload	✓		
★ Be able to inspire, motivate and enthuse students throughout the academy	✓		

★ Ability to safely manage classroom activities and learning resources	✓		
★ Be willing to be involved in the wider life of the academy community	✓		
★ Be professional in appearance, punctuality and attendance	✓		
Equal Opportunities			
★ A commitment to promoting equality and diversity, providing an inclusive and co-operative environment in which all students and individuals working for and on behalf of the organisation feel respected and able to give of their best.	✓		
Safeguarding			
★ Committed to promoting the welfare of all children and creating a safe environment in which children can learn; considering, at all times, what is in the best interests of the child.	✓		
★ Play an important part in the wider safeguarding of children - identifying concerns, sharing information and taking prompt action to safeguard and protect them.	✓		
★ Aware that the Trust will take all steps to prevent those who pose a risk of harm from working with children. Recruitment procedures ensure rigour in identifying and rejecting people who might abuse children.	✓		
Health and Safety			
★ Aware of Health & Safety and Safeguarding as appropriate to 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.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The Academy 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.

This Job Description is current at the time of printing but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

The David Ross Education Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo vetting appropriate to the post, including a social media presence check and Enhanced DBS check. The successful applicant will be expected to adhere to all safeguarding, welfare and health and safety policies and procedures of the Trust.

All pre-employment checks are in line with "Keeping Children Safe in Education" statutory guidance.