

Joseph Locke Primary School



SCHOOL: Joseph Locke Primary	SECTION: Education
POST TITLE: Teaching Assistant	
POST REFERENCE NO:	GRADE: 3
RESPONSIBLE TO: Co-Headteachers, SENCO, working under the instruction/guidance of teaching staff and Higher Level Teaching Assistants.	
EMPLOYEE SUPERVISION: N/A	

DATE AGREED:	BY WHOM:
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PURPOSE OF THE JOB

To work under the direct instruction of Class Teacher, SENCO, SLT, HLTA. To undertake work/care/support programmes to enable access to learning for pupils. To assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

Provide support to pupils in all areas working with children who have a Special Educational Need, to address the needs of those pupils and help to overcome barriers to learning. Provide support in order to raise standards of achievement by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and encouraging pupils to become independent learners, to provide support for their welfare and to support the inclusion of pupils in all aspects of school life.

KEY AREAS

- Support for Pupils
- Support for Teachers
- Support for the Curriculum
- Support for the School

DUTIES AND RESPONSIBILITIES

1. Support For Pupils

- i) Assisting and supporting children on a 1:1 basis and providing support to children in small groups outside and inside the classroom.
- ii) Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care Programmes including Speech and Language Therapy programmes
- iii) Form positive and caring relationships with children, particularly the youngest members of school and their parents/carers.
- iv) Promote the inclusion and acceptance of all pupils.
- v) Encourage pupils to interact with others and engage in activities led by the teacher. Recognise the importance of developing the language and communication skills of children.
- vi) Set challenging and demanding expectations and promote self-esteem and independence.
- vii) Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
- viii) Support pupils, including children with EAL, in accessing learning activities under the guidance of the teacher.
- ix) Support pupils who experience behavioural difficulties using Team Teach/Positive Handling etc.
- x) Care for sick or injured pupils and assist with toileting etc ie changing soiled clothing as and when required.

2. Support for the Teacher

- i) Have a sound knowledge of the primary curriculum and have relevant experience of working with children whom English is an additional language.
- ii) Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupil's work.
- iii) Use strategies in liaison with the class teacher and teacher of the deaf to support pupils, and other areas of school to achieve learning goals.
- iv) Effectively plan and resource structured play, indoors and outdoors..
- v) Monitor pupils responses to learning activities and accurately record achievement and progress as directed.
- vi) Provide detailed and regular feedback to teachers on pupil achievements, progress, problems etc.
- vii) Promote good pupil behaviour and ensure health and safety at all times, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- viii) Establish constructive relationships with parents/carers
- ix) Support groups within the class ie phonics, circle time and focussed activity learning
- x) Provide clerical /administrative support e.g.photocopying, typing, filing, money and administer coursework etc.
- xi) Timely and accurate preparation and use of specialist equipment/resources/materials as required by staff/curriculum/lesson plans etc
- xii) Work as part of a large team.

- xi) Maintain records as requested.

3 Support for the Curriculum

- i) Undertake structured and agreed learning activities / teaching programmes, adjusting activities according to pupils responses.
- ii) Undertake programmes of intervention, recording achievement and progress and feeding back to the Teacher including bespoke intervention programmes.
- iii) Support the use of IT in learning activities and develop pupils' competence and independence in its use.
- iv) Prepare and maintain equipment/resources required to meet lesson plans / relevant activities and assist pupils in their use.
- v) Monitor and manage stock supplies, cataloguing as required.
- vi) Maintenance of specialist equipment, check for quality/safety, undertake repairs/modifications within own capabilities and report other damages/needs.
- vii) Demonstrate and assist others in safe and effective use of specialist equipment/materials.

4. Support for the School

- i) 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 In accordance with policy.
- ii) Be aware of and support difference and ensure all pupils, including those with EAL, have equal access to opportunities to learn and develop.
- iii) Contribute to overall ethos/work/aims of the school.
- iv) Appreciate and support the role of other professionals.
- v) Attend and participate in relevant meetings as required.
- vi) Participate in development opportunities and other learning activities and performance development as required.
- vii) Assist with the supervision of pupils out of lesson times, including before and after school and at Lunchtimes, ie clubs, extra curriculum activities.
- viii) Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under supervision of the Teacher.

5. General

- i) To undertake any other duties, commensurate within the grade, at the discretion of the Headteacher
- ii) Be familiar and comply with all relevant Health and Safety, Operational, Personnel, Child Protection
- iii) To develop and promote high standards throughout the Barnsley Children, Young People and Families Service

6. Other

- i) Ensure equality of opportunity is afforded to all persons both internal and external to the authority, actively seeking to eliminate any direct or indirect discriminatory practices/behaviour.

BY WHOM: Workforce Innovation & Professional Development

This job description will form the basis of performance management and will be reviewed periodically.



the When filling in the application form, please demonstrate with clear, concise examples how you meet requirements of the post. You will be assessed in relation to the *Essential and Minor* criteria. Please bear in mind that you must possess the Essential Criteria on day 1 to be able to do the job. If there are large numbers of applicants for the post then all of the criteria will be used for shortlisting. Under the Disability Discrimination Act, we recognise and welcome our responsibility to remove any barriers in our recruitment and selection process. We have tried to assess this in our Job Description and Employee Specification, however if you feel that there are barriers, please tell us in the application form. As part of the DDA we are committed to making reasonable adjustments, wherever possible and it would help us to know your needs in order to do this.

Post Title: Teaching Assistant	Directorate/School: Children, Young People and Families Innovation for Learning & Care	Grade: 3
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Criteria No	Attributes	Criteria	How Identified	Rank
1.	Experience	Experience of working in EYFS, KS1 and KS2.	A/I	Essential
		Experience of working with children who have a wide range of special educational needs and whose English is an additional language.	A/I	Essential
2.		Working knowledge of the national curriculum and other learning programmes/strategies	A/I	Essential
3.		Experience of working with children of relevant age and diverse cultures.	A/I	Essential
4.		Education and Training Attainments	GCSE Maths and English (A-C) or equivalent or relevant NVQ Level 3 qualification.	A/I
5.		Good numeracy/literacy and oracy skills.	A/I	Essential
6.		Excellent Organisational Skills.	A/I	Essential
7.		Training in relevant learning strategies ie literacy, numeracy	A/I	Essential
8.				
9.		First aid training	A/I	Desirable
10.		Participate in development and training opportunities	A/I	Essential

11.	General and Special Knowledge	Understanding the principles of child development.	A/I	Essential
		Can deliver bespoke speech and language programmes.	A/I	Essential
12.		Knowledge of the learning processes and interventions for children who have additional languages ie barriers to learning	A/I	Essential
13.		Effective use of IT to support learning.	A/I	Essential
14.		Use other equipment technology ie computer, tablets, photocopier, printer.	A/I	Essential
15.	Skills & Attributes	Ability to relate well to children and adults.	A/I	Essential
16.		Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.	A/I	Essential
17.		Use of relevant equipment / resources.	A/I	Essential
18.		Knowledge of particular subject/technical area	A/I	Essential
19.		Ability to identify own training and development needs and co-operate with means to address these.	A/I	Essential
20.	Additional factors	Demonstrate a commitment to Equal Opportunities.	A/I	Essential
21.		To comply with all BMBC policies adopted by the Governing Body ie, Health and Safety, Equal Opportunities, Child Protection and Data Protection.	A/I	Essential