

The Bemrose School

Teaching Assistant

Job Description

Weekly hours By arrangement

Weeks p.a. 52 (NB As for teachers, there is a professional expectation that necessary preparation and planning work will be carried out outside of the school day and that a reasonable attendance at meetings after school will be guaranteed.)

Lunch break A flexible lunch break between 20 minutes and 1 hour negotiated with line manager

Managed by Appropriate Line Manager

Key Generic Purpose

The main purpose of the post is to support, enhance and contribute to the delivery of the national curriculum and examination schemes of work under the direction of the line manager. The Teaching Assistant will work collaboratively with their line manager, the teaching staff and other teaching assistants to support student learning, working across primary and secondary phase.

As a school with an Enhanced Resource Facility, we are committed to ensuring that the school is inclusive including for those children with speech and language difficulties and/or on the ASD continuum. The Teaching Assistant will work with their team to maximise opportunities for success for all children including those with ASD and other special or individual needs.

Job Description

1. Planning:

- a. To plan and prepare lessons with teachers, participating in all stages of the planning cycle, including in lesson planning, differentiating, evaluating and adjusting lessons and work plans
- b. To develop and prepare resources for learning activities in accordance with lesson plans and in response to student need
- c. To contribute to the planning of opportunities for students to learn in out-of-lesson contexts in line with the school's policies and procedures.

2. Teaching and Learning:

- a. To provide detailed verbal and written feedback on lesson content, student responses to learning activities and student behaviour, to teachers and students
- b. To motivate and support students' learning by using clearly structured, interesting teaching and learning activities under the direction and guidance of the class teacher, the SENCO, or the Deputy SENCO, including working with individuals or small groups
- c. To be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- d. To promote and support the inclusion of all students, including those with specific needs, both in learning activities and within the classroom

- e. To use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and to encourage students to interact and work cooperatively with others
 - f. To organise and safely manage the appropriate learning environment and resources
 - g. To promote and reinforce children's self esteem and independence and employ strategies to recognise and reward achievement of self-reliance
 - h. To assist the class teacher in all aspects of inclusion in line with school policy
 - i. To support the role of parents in students' learning and contribute to or lead meetings with parents to provide constructive feedback on student progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.
3. Monitoring and Assessment:
- a. With teachers/line managers, to evaluate students' progress through a range of assessment activities
 - b. To assess students' responses to learning tasks and where appropriate, to modify methods to meet individual and/or group needs
 - c. To monitor students' participation and progress and provide constructive feedback to students in relation to their progress and achievement
 - d. To assist in maintaining and analysing records of students' progress
 - e. To contribute to programmes of observation and assessment as planned by the teacher/line manager and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children
 - f. To support the teaching staff with reporting students' progress and achievement at parents' meetings and Target Setting Days which are usually held outside of school hours
 - g. To provide support for students as required for examinations.
4. Mentoring, Supervision and Development:
- a. To contribute to the overall ethos, work and aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school
 - b. To participate in staff meetings and training days/events as requested including the five INSET days.
5. Behavioural and Pastoral:
- a. To recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual(s) involved understand it is unacceptable
 - b. To understand and implement school child protection procedures and comply with legal responsibilities
 - c. To assist in maintaining good discipline of students throughout the school and escort and supervise students on planned visits and journeys
 - d. To foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.
6. Any other reasonable request
- a. Supporting any other reasonable request made by the Headteacher and/or line manager.