

# City of London Primary Academy Islington

## Job Description

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**Post:** Teaching Assistant

**Accountable to:** The post holder is directly responsible to the Head Teacher for his/her general duties and responsibilities.

**Line Manager:** For the purpose of the day-to-day line management, post holder is responsible to the class teacher (as designated by the Head Teacher) and Deputy Head Teacher

**Grade:** 4 NJC Scale Points 8 - 11

**Salary:** £27,507 - £28,890 Full Time Equivalent

**Actual Salary:** \*£22,235 - £23,353

**Disclosure level:** Enhanced

### Main Purpose

To work in partnership with and under the supervision and direction of the class teachers and the Deputy Head Teacher to support pupils, parents and the Academy.

- To be a key member of the Year Group and Learning Phase Team, working together with colleagues to ensure all children make good or better progress
- To contribute to the on-going assessment of children
- To work in partnership with parents and carers to support the education of their children
- To provide support to children for part of the lunch hour

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### Key Accountabilities

#### Support for pupils

- Establish good relationships with children, acting as a role model by presenting a positive personal image and being aware of and responding appropriately to individual needs.
- Support individual and groups of children in a range of daily learning activities.
- Provide an exemplary model of spoken English.
- To promote inclusion and acceptance of all pupils including those with physical, learning and behaviour difficulties.
- Deliver interventions as planned for by external agencies (e.g. Speech and Language Programmes, physiotherapy programme, etc.)
- Look after the physical well-being of children, dealing with minor injuries and administering first aid where necessary.
- Supervise and provide particular support, under the guidance of the class teacher, for pupils who may have special needs – ensuring their safety and access to learning activities.
- To plan and undertake direction for 1 to 1 teaching and intervention.
- To give regular feedback on children's progress to the class teacher and HLTA and keep and file records
- To be aware of pupils' problems, achievements, progress and report to the class teacher/ HLTA as agreed.

### **Support for teachers**

- Work in a team situation, contributing to meeting the individual social, emotional, physical and educational needs of children in the year group.
- To work with teachers to assess the needs of individual children and implement Individual and Group Education Plans
- Assist in the development and implementation of behaviour management strategies.
- Contribute to organising effective learning environments, assisting in the preparation of learning materials, including the display of pupils work.
- Undertake marking and feedback, as appropriate in line with the school policy.
- Under the direction of the class teacher, prepare the classroom for lessons and clear afterwards, as appropriate.

### **Support for the Curriculum**

- To develop resources and material for curriculum delivery and display and prepare, maintain and use equipment/resources required to meet lesson plans / relevant learning activity.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use

### **Support for the Academy**

- To support teachers, parents/carers and other colleagues in creating an environment that enables all pupils to reach their full potential.
- To undertake child protection training at a level commensurate with role
- Maintain good relationships with colleagues and work together as a team.
- Be aware of and support difference, ensuring that all students have equal access to opportunities to learn and develop.
- Accompany teaching staff and children on visits, trips and out of school activities
- Promote and contribute to the school's policy of partnership working with parents

### **Culture:**

- Help create a strong school community, characterised by consistent, orderly behaviour and caring, respectful relationships
- To be active in issues of pupil welfare and support

### **General statements**

- Undergo and meet school conditions for a satisfactory enhanced DBS check.
- Comply with all legislation and school policies regarding safeguarding, health and safety, and data protection requirements.
- Comply with all equality legislation, policies and procedures; actively promote ways of eradicating and challenging racism, prejudice and discrimination through the school's policies and procedures.
- Treating all information acquired through your employment, both formally and informally, in strict confidence.

### **To contribute as an effective and collaborative member of the school team**

- Contribute in meetings and being a supportive member of the school team.
- Promote the vision and agreed aims of the school
- Demonstrate teamwork and professionalism at all times

### **Safeguarding Children**

COLAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. 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 person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

**English Duty**

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

## Person Specification

### Our Values and Vision

The City of London Academies Trust, sponsored by the City of London Corporation, aims to provide high-quality education for students and pioneer educational innovation. We are driven by the ambition to provide world-class experiences and deliver exceptional educational outcomes for the young people we serve.

All City of London schools and academies draw upon the traditions, institutions, heritage and historical successes of London to furnish each of their diverse communities with life-transforming learning experiences. In doing so, we believe that the young people we serve develop into successful, compassionate young adults, who make a positive contribution to their local, national and global communities.

Our schools are characterised by a common understanding of what makes outstanding schools, based on five key principles which are known as our 'Foundations of Excellence'.

### Our Staff

Our staff have high expectations, are consistent and driven to provide the best teaching and opportunities for our students. Teachers work in a well-disciplined environment where they are able to teach creative and engaging lessons, and all staff are given exciting opportunities to develop and learn from exceptional practitioners.

	Essential	Desirable
<b>Qualifications</b>		
Educated to NVQ Level 2 or equivalent	X	
GCSE Maths and English grade A-C	X	
Certified teaching assistant course or equivalent qualification		X
First Aid Qualification		X
<b>Experience, Skills and Knowledge</b>		
Experience of at least 2 years working in the primary phase with an outstanding track record as a practitioner	X	
Experience of working with or caring for children in the primary phase	X	
Understanding of national curriculum and other basic learning programmes/strategies	X	
Ability to work as a member of a team, understand the role in the classroom and associated responsibilities	X	
A secure understanding of best practice phonics and early reading, writing and number skills.	X	
Experience of RWI phonics and evidence of impact on pupils learning.		X
<b>Personal Qualities</b>		
Good written, numerical and ICT skills to support pupils learning.	X	
An ability to establish effective working relationships with pupils, parents and colleagues	X	
Ability to relate well to children and adults	X	
Ability to work in a calm and caring manner	X	
<b>Other</b>		
Commitment to safeguarding and promoting the welfare of children and young people	X	
Willingness to undergo appropriate checks, including enhanced DBS Checks	X	
Motivation to work with children and young people	X	
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	X	
Personal commitment to continuous self-development	X	
Self-motivation and personal drive to complete tasks to the required timescales and quality standards	X	