

Sudbourne Primary School

Acting Headteacher: Sophia Henderson
Hayter Road, London SW2 5AP
www.sudbourne.com

tel: 020 7274 7631
fax: 020 7326 7377
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TEACHING ASSISTANT/LEARNING SUPPORT ASSISTANT JOB DESCRIPTION

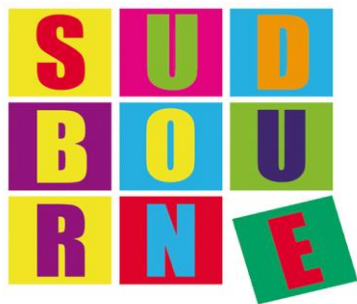
Job Title	Teaching Assistant/Learning Support Assistant	Grade	Scale 1/2
Team	Support	Scale Point	10 - 14
Reports to	SEN Co-ordinator	Direct Reports	0

Job Purpose

- 1.1 To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom.
- 1.2 To supervise pupils during the lunchtime period, maintaining high standards of behaviour in the dining hall and the playground.

Roles & Responsibilities

- 2.1 To develop knowledge of a range of learning support needs and to develop an understanding of the specific needs of the pupils to be supported.
- 2.2 To aid the pupils to learn as effectively as possible, both in small group situations and individually, by for example, clarifying and explaining instructions, meeting physical needs as required whilst encouraging independence, ensuring the pupils are able to use the equipment and materials provided.
- 2.3 To assist, with the class teacher (and other professionals e.g. SENCO/Learning Mentor as appropriate), in the development of a suitable programme for pupils who need learning support.
- 2.4 In conjunction with the class teacher and other professionals to establish supportive relationship with pupils and develop/promote self-esteem where appropriate.
- 2.5 To assist teaching staff in the delivery of the national literacy and numeracy strategies within the school and by contributing to planning and monitoring of progress.
- 2.6 To provide feedback to pupils in relation to progress and achievement under the guidance of the teacher.
- 2.7 To ensure resources are available and suitable for activities.
- 2.8 In conjunction with the class teacher (and other professionals as appropriate) to develop and maintain a system of recording pupil's progress.
- 2.9 To participate in the evaluation of the support programme e.g. attending meetings during school time.
- 2.10 To provide regular feedback about the pupils to the teachers.
- 2.11 To liaise, advise and consult with other members of the team supporting teachers when required.
- 2.12 To contribute to reviews of pupil's progress, as appropriate.



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- 2.13 To be aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences appropriately.
- 2.14 To undertake general clerical and administrative work, including filing and photocopying and the administration of coursework.
- 2.15 To support pupils throughout the lunchtime break; assisting with the meals service in the dining hall, ensuring pupils eat sufficient quantities and enforcing appropriate mealtime behaviour.
- 2.16 To supervise children at lunchtime play and other breaks as timetabled, managing behaviour and providing fun and stimulating activities for pupils to engage in, ensuring inclusion.
- 2.17 To administer first aid and medication for pupils, under direction, where appropriate training has been provided.
- 2.18 To attend to toileting needs and the clearing up of bodily fluids.
- 2.19 To attend relevant in-service training

Equal Opportunities

- 3.1 To take responsibility, appropriate to the post for tackling racism and promoting good race, ethnic and community relations.

Safeguarding

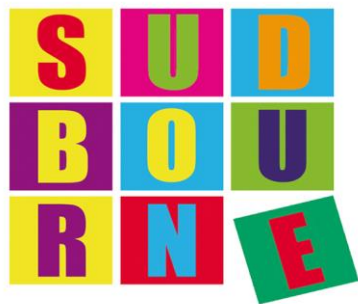
- 4.1 To have a due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the school and Local Authority.

Health and Safety

- 5.1 To work in compliance with the School's Health and Safety policies and under the Health and Safety at Work Act (1974), ensuring the safety of all parties with whom contact is made, such as members of the public, in premises or sites controlled by the school.

Data Protection

- 6.1 When working with computerised systems to be completely aware of responsibilities at all times under the Data protection Act 1984 for the security, accuracy, and significance of personal data held on such systems.



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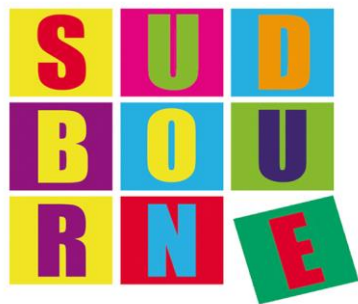
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TEACHING ASSISTANT/LEARNING SUPPORT ASSISTANT **PERSONAL SPECIFICATION**

Reporting to: SEN Co-ordinator
Scale 1/2; Scale Point 10 -14

Personal Specification			
1. Qualifications	Essential	Desirable	Assessed
1.1 5 A to C Grade GCSEs or equivalent		X	A, I, T
2. Experience	Essential	Desirable	Assessed
2.1 At least one year's experience working with children both in an individual and group setting		X	A, I
2.2 Experience of working with children from a diverse range of socio-cultural backgrounds		X	A, I
3. Skills, Knowledge & Abilities	Essential	Desirable	Assessed
3.1 Knowledge of the needs of primary age pupils and the importance of providing an effective classroom environment	X		A, I
4. Competencies and Personal Attributes	Essential	Desirable	Assessed
4.1 Team working: The ability to work in a positive and co-operative way, learning from others and contributing to the development of the team	X		A, I
4.2 Caring Effectively: The ability to demonstrate sensitivity, respect and kindness towards pupils, ensuring their needs are met within care plans	X		A, I
4.3 Communicating in Writing: The ability to write clearly and effectively for a range of recipients, demonstrating a sound literacy skills	X		A, I, T
4.4 Communicating Orally: The ability to communicate successfully, 'matching the message to the listener' and conveying key points clearly	X		A, I
4.5 Analysing & Evaluating: The ability to identify key issues, patterns and trends after analysing information systematically	X		A, I, T
4.6 Working with Numbers: The ability to carry out basic calculations with consistent accuracy	X		A, I, T
4.7 Making Decisions: The ability to make effective decisions, analysing all pertinent information	X		A, I
4.8 Demonstrating Resilience: The ability to demonstrate positive, controlled and consistent behaviour, particularly in the event of a crisis	X		A, I
4.9 Maintaining Integrity: The ability to set clear boundaries, maintain personal integrity and adhere to good practice	X		A, I



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4.10 Developing New Skills: Be committed to own development, seeking and embracing opportunities to improve skills & knowledge	X		A, I
4.11 Respecting Diversity: The ability to seek to develop an understanding of different groups and individuals, working to ensure equitable and appropriate treatment for all	X		A, I
4.12 Planning: The ability to understand the need to plan an appropriate level of work to ensure pupil progression and to assist in that assessment	X		A, I
5. Safeguarding			
5.1 Be committed to the protection and safeguarding of children and young people and have up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people.	X		A, I
A = Application; I = Interview; T = Test			

