



## Teaching Assistant – Job Description and Person Specification

**Responsible to:** Headteacher

**Salary:** Scale 1-4, dependent on skills and experience, term time only

**Hours:** Full and part time hours considered. (Full time is 36 hours a week, term time only).

### Job Description

Reports to: Deputy Headteacher

#### Main Purpose of this role:

To work under the guidance of the Headteacher, SLT and teaching staff. 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. Work may be carried out in the classroom or outside the main teaching area, for specified periods of time.

NVQ2 or equivalent is a highly desirable qualification for the job, and the role will require someone who has relevant skills and experience.

#### Responsibilities:

- The post holder is responsible to their line manager and to the Headteacher for his/her duties, responsibilities and tasks.
- The post holder will adhere to the school's values and vision; abiding by the agreed policies and procedures to ensure provision is of the highest quality
- The post holder undertakes support for the teachers of the children within the school and the associated pastoral and administrative duties in respect of those pupils as well as the general responsibilities in the school as agreed with the Headteacher.
- The post holder will interact on a professional level with all colleagues and establish and maintain good working relationships which will promote the development and effective delivery of the school curriculum and maximise children's achievement.
- The post holder will be responsible for the pastoral care and safeguarding of the children within their session, class or groups, ensuring that children's safety, wellbeing and welfare are at the forefront of all they do.

#### Overview of Duties:

- To implement agreed work programmes with individual pupils /groups and support teaching staff in the development and education of pupils including the provision of detailed and specialist skills/knowledge in particular areas.
- To assist the teacher in the whole planning, teaching and assessment cycle.
- To supervise and lead groups of children.
- To implement all policies and practices in line with the ethos of the school.
- Through reflective practice, support a creative inclusive curriculum which values learning through and smaller group working practices
- To support excellent progress for children across all areas of development through effective participation in observation, assessment and planning.
- To support the enriched curriculum through After School club provision
- To help create a stimulating environment which supports learning.
- To support parents in becoming competent and confident co-educators who are actively involved in their child's development.



## Specific Duties

### Support for Pupils:

- Use specialist (curricular/learning) skills/training/experience to support pupils and enhance their learning and so progress.
- Assist with the development and implementation of intervention or specialist care plans
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
- Deliver pastoral and learning support.
- To deal with minor incidents and the health and hygiene of the children and where necessary, escort them home.
- To read with individual children and groups and complete reading records as directed by the class teacher.
- To work with groups of children and to take responsibility for their learning.

### Support for the Teacher:

- Create and maintain a purposeful, orderly and supportive learning environment, in accordance with lesson plans and assist with the display of pupils' work.
- Assist with the planning of focussed learning activities.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- Promote excellent pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- To establish and maintain constructive relationships with parents/carers by:
  - supporting their role in pupils' learning;
  - providing constructive feedback on pupils' progress and achievements;
  - facilitating their support for their child's attendance;
  - support home to school/community links.
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work.
- Provide clerical/admin, support e.g. photocopying, typing, filing, printing, money, administer coursework etc.
- To work with small groups of children and to take responsibility for their learning.

### Support for the Curriculum:

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.



- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS1 & KS2, Foundation Early Years recording achievement and progress and feeding back to the teacher.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

#### **Support for the School:**

- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos of the school.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Appreciate and support the role of other professionals, attending and participating in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- To assist in the general care of the school environment by undertaking responsibility for the upkeep of designated areas
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.

#### **Personal Responsibilities:**

- Actively participate in Performance Management in order to identify and agree development and training needs.
- Within your contracted hours, undertake training as identified through performance management, as may be required
- Within your contracted hours, attend staff training and other meetings as required.
- Be aware of the learning and physical needs of the pupils you are supporting.
- Respect the confidentiality of pupils' information and respond sensitively to pupils' need providing assistance with pupils' care and welfare and with the learning activities undertaken.



**Person Specification:**

Essential	Desirable
<p><b>Skills, aptitude, knowledge and experience</b></p> <ul style="list-style-type: none"> <li>• Previous experience of working with children aged 4-11 in a voluntary or paid capacity</li> <li>• Experience as a Teaching Assistant or Learning Support Assistant within a Primary school or Early Years setting</li> <li>• Knowledge of the Statutory Framework for the Early Years Foundation Stage and the National Curriculum</li> <li>• The ability to plan and deliver stimulating teaching experiences, including leading guided group tasks.</li> <li>• Good written and oral skills for report writing, maintaining child records and providing feedback to parents/carers and colleagues</li> <li>• An understanding of inclusion, making the curriculum accessible to all learners including SEN, G&amp;T and EAL.</li> <li>• The ability to work in a team in order to achieve successful outcomes for learners.</li> <li>• Good numeracy/literacy skills.</li> <li>• Effective use of ICT to support learning.</li> <li>• Use of IT equipment and technology – cameras, iPads, video, photocopier.</li> <li>• Ability to self-evaluate learning needs and actively seek learning opportunities.</li> <li>• Ability to relate well to children and adults.</li> <li>• Understanding of child development</li> <li>• Understanding of the relevance of childcare legislation</li> <li>• Understanding of health and safety and welfare issues within a childcare environment</li> </ul>	<ul style="list-style-type: none"> <li>• Previous experience working in Upper Key Stage 2 (Year 5 or 6)</li> <li>• Trained to successfully deliver phonics programmes, e.g. Jolly Phonics, Read Write Inc, Letters and Sounds</li> <li>• Trained to deliver intervention programmes</li> </ul>
<p><b>Personal qualities</b></p> <ul style="list-style-type: none"> <li>• A commitment to the provision of high quality childcare</li> <li>• A positive approach to learning and gaining new skills through teamwork and training opportunities</li> <li>• A passion for promoting purposeful learning</li> <li>• The ability to adapt to changing circumstances and needs.</li> <li>• A positive attitude</li> <li>• Ability to build a good rapport with children, parents, staff and other professionals.</li> <li>• A readiness to maintain high expectations and standards for self and others.</li> <li>• Excellent organisational, record keeping and planning skills</li> <li>• Punctuality and reliability</li> <li>• Patience and resilience</li> <li>• Honesty and trustworthiness</li> </ul>	<ul style="list-style-type: none"> <li>• Flexibility – occasionally working hours might be changed, e.g. for parents evening, After School Events such as Fayres, international evening.</li> <li>• Able to work in small teams</li> </ul>



<ul style="list-style-type: none"><li>• Communication skills with a particular emphasis on oral skills together with personal qualities of enthusiasm, good humour, determination and resilience</li><li>• A positive approach to inclusive practice, with children and colleagues</li><li>• Enthusiasm for working with children</li></ul>	
<p><b>Qualifications</b></p> <ul style="list-style-type: none"><li>• Completion of a full and relevant early years and childcare or TA/LSA qualification at Level 2 or above (e.g. Level 2 or 3 Diploma for the Children &amp; Young People’s Workforce, Level 2 or 3 NVQ) or equivalent and relevant experience, knowledge and skills</li><li>• GCSEs or equivalent in Maths and English</li><li>• Level 1 Safeguarding as a minimum</li><li>• A positive approach to gaining further qualifications</li><li>• Some understanding of the importance of Health &amp; Safety and Food Hygiene in the workplace</li></ul>	<ul style="list-style-type: none"><li>• Food Handling certification</li><li>• Paediatric or other First Aid certificate</li><li>• Completion of other relevant courses</li><li>• Completion of a recognised Level 3 Educational qualification, or be working towards completion</li><li>• Further education, e.g. ND, HND or degree</li><li>• Health &amp; Safety certificate</li></ul>

This post requires a DBS check as there may be periods of unsupervised access to children. An Enhanced DBS and satisfactory references would be obtained prior to commencement of employment.

*This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change. The person in the post may also have to carry out other duties as may be necessary from time to time.*