



Scale 4

Job Description for Teaching Assistants

Hours: 8.30a.m. – 4.00p.m. 32.5hours 40 weeks per year

Reporting to: Inclusion Manager and Headteacher

MAIN PURPOSE OF THE JOB
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.
SUPPORT FOR PUPILS
<ul style="list-style-type: none"> • Supervise and provide particular support for pupils, including those with special educational needs, ensuring their safety and access to learning activities • Awareness of the learning and physical needs of all pupils being supported and assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes • Establish constructive relationships with pupils and interact with them according to individual needs • Promote the inclusion and acceptance of all pupils • Encourage pupils to interact with others and engage in activities led by the teacher • 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 • Respect the confidentiality of pupil information and respond sensitively to pupils' needs
SUPPORT FOR TEACHERS
<ul style="list-style-type: none"> • Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work • Use strategies, in liaison with the teacher, to support pupils to achieve learning goals • Assist with the planning of learning activities • Monitor pupils' responses to learning activities and accurately record achievement/progress as directed • Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc. • Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour



- Establish constructive relationships with parents/carers
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work
- Provide clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework etc.

SUPPORT FOR THE CURRICULUM

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Support the use of IT 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 comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate 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 behave professionally at all times
- To be reasonably flexible in working arrangements and the allocation of duties
- To undertake any other duties that minimise the potential risk to children, which may be reasonably required and which are commensurate with the grade of the post.

Arrangements for appraisal of performance:

There is an annual appraisal cycle carried out by line managers which seeks to acknowledge success, resolve problems and identify training/development needs.



Person Specification

Experience	<ul style="list-style-type: none"> • Working with or caring for children of relevant age
Qualifications	<ul style="list-style-type: none"> • Good numeracy/literacy skills to be tested as part of the interview process • NVQ 2 for Teaching Assistants or equivalent qualifications or experience • Training in relevant learning strategies e.g. literacy • First aid training as appropriate
Knowledge & Skills	<ul style="list-style-type: none"> • Effective use of IT to support learning • Use of other equipment technology – video, photocopier • Understanding of relevant policies/codes of practice and awareness of relevant legislation • Basic understanding of child development and learning • Ability to self-evaluate learning needs and actively seek learning opportunities • Ability to relate well to children and adults • Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these
Equal Opportunities	<ul style="list-style-type: none"> • Commitment to the implementation of the school's Equalities Policy
Continuing Professional Development	<ul style="list-style-type: none"> • Willingness to undertake additional training/staff development as appropriate • Ability to reflect on your own professional practice • Undertake first aid training