

PENWORTHAM PRIMARY SCHOOL

JOB DESCRIPTION: TEACHING AND LEARNING

HIGHER LEARNING TEACHING ASSISTANT - P1

Grade: Scale 5 Spine Points: 12 – 15

Under the guidance of the teacher or other appropriate professionals, to be responsible for the implementation of work programmes for individuals, groups or the whole class.

This could include those requiring detailed and specialist knowledge in particular areas; assist in whole planning cycle and management and preparation of resources and to also provide cover for whole classes for short periods under an agreed system of supervision.

This may also include any duties as may be reasonably directed by the Head teacher.

This job description may be amended at any time following discussion between Head and member of staff, and will be reviewed annually.

Main Responsibilities:

- Use specialist (curricular/learning) skills, training and experience to support pupils in groups and through interventions
- Assist with the development and implementation of target setting
- 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
- Provide feedback to pupils in relation to progress and achievement
- To undertake specified work as agreed with Headteacher

Support for the Teacher:

- Work with the teacher to establish an appropriate learning environment
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems and records as requested
- Undertake marking of pupils' work and accurately record achievement/progress as directed by Class Teacher.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraged pupils to take responsibility for their own behaviour
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
- Administer and assess routine tests and invigilate exams/tests
- Provide general clerical/administrative support e.g. administer coursework, produce worksheets for agreed activities, etc.

Support for the Curriculum

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Implement literacy and numeracy programmes and make effective use of opportunities provided by other learning activities to support the development of literacy and numeracy skills
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Help pupils to access learning activities through specialist equipment and resources

Support for the School

- Contribute to the overall ethos, work and aims of the school
- Appreciate and support the role of other professionals
- Attend 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
- Accompany teaching staff and pupils on visits, trips and out of school activities as required
- To be fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to the worker's role
- To ensure that the worker's line manager is made aware and kept fully informed of any concerns which the worker may have in relation to safeguarding and/or child protection.
- Be aware of and comply with policies and procedures relating to health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person

Safeguarding and Inclusion

- To be individually responsible for promoting and safeguarding the welfare of children s/he is responsible for, or with whom s/he comes into contact.
- To take account of each child's home language and culture ensuring this is reflected in displays, materials and throughout the curriculum.
- To provide a safe, welcoming and positive atmosphere for parents that will establish strong links with the School.
- To comply with policies and procedures relating to Child Protection, Health & Safety, security, confidentiality and data protection and to ensure that the individual's line manager is made aware and kept fully informed of any concerns which the individual may have in relation to safeguarding and/or child protection.
- To be fully aware of and understand the duties and responsibilities arising from the Children's Act 2004 and Working Together in relation to child protection and safeguarding children and young people as this applies to the individual's role within the organisation.

Continuing Professional Development

- To be an active member of an integrated learning team.
- To be pro-active in identifying areas for career and self-development.

PERSON SPECIFICATION : TEACHING AND LEARNING

TEACHING ASSISTANT (GENERAL) – P1

Grade: Scale 5 Spine Points: 12 – 15

EFFECTIVE: JANUARY 2021

Outline of Key Abilities	
You are asked to focus upon demonstrating the extent to which you meet each of the selection criteria when writing your personal statement which you will find under Section 6 of the application form. Please read the candidate guidance under that section	
Key:	
E – Essential	D – Desirable
R – References	I – Interview/Selection Process
A – Application Form	

Qualifications and Training:		E	D	A	R	I
1	A degree and/or HLTA Qualifications	✓		✓		
2	GCSE in English/Maths in Grades C and above		✓	✓		
3	Excellent spoken and written English	✓				✓
4	Completion of Teacher Assistant Induction Programme		✓	✓		
5	Training in English/Maths strategy and/or a specific curriculum or learning area, eg. Bi-lingual, Sign Language, Dyslexia, ICT.		✓	✓		✓
6	Willingness to participate in development and training opportunities	✓				✓

Experience:		E	D	A	R	I
5	Working with or caring for children of relevant age	✓		✓	✓	✓
6	Leading a whole class in the absence of class teacher	✓		✓		✓
7	Working 1-2-1 or with small groups of children	✓		✓		✓
8	Proven and successful track record of raising attainment		✓		✓	✓
9	Encouraging all children to participate in playground activities and games		✓	✓	✓	

Professional Knowledge and Skills:		E	D	A	R	I
10	Knowledge and understanding of the requirements of the National Curriculum.	✓		✓		✓
11	Basic knowledge of first aid		✓	✓		
12	Effective use of technology – computer, ipad (photography and video) photocopier etc.	✓		✓	✓	
13	Ability to relate well to children and to adults	✓		✓	✓	✓

14	Ability to constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	✓		✓	✓	✓
15	Lead and direct Teaching Assistants on specific learning initiatives and strategies when required		✓		✓	✓
16	Confident in promoting positive attitudes and behaviour in pupils		✓	✓		✓
17	An understanding of the schools equal opportunities policy and how it is implemented	✓		✓		✓

Personal Qualities:		E	D	A	R	I
18	Excellent communication, organisational and interpersonal skills with both adults and children	✓		✓	✓	✓
19	Able to form and maintain appropriate professional relationships and boundaries with children and young people	✓		✓	✓	✓
20	Commitment to the aims of the school	✓		✓		✓
21	Flexibility, sensitivity and the ability to find solutions	✓		✓		✓
22	Excellent record of personal attendance and punctuality	✓		✓	✓	

Safeguarding and Equal Opportunity:		E	D	A	R	I
23	Knowledge and understanding of relevant legislation and guidance in relation to working with, safeguarding and the protection of children.	✓		✓		✓
24	Understands the importance of ensuring that all children and staff feel safe and included	✓		✓		✓
25	Understanding of equality of opportunity issues and how they can be addressed in schools	✓		✓		✓
26	Commitment to safeguarding and protecting the welfare of children	✓		✓		✓
27	Understanding of how pupils with special needs may be supported and included within a primary classroom	✓		✓		✓

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