

## **JOB DESCRIPTION**

<b>JOB TITLE:</b>	<b>Teaching Assistant (including ASD Base as required)</b>
<b>RESPONSIBLE TO:</b>	<b>Headteacher/Deputy Headteacher/Head of ASD Base and SENDCo</b>
<b>INSTRUCTIONS FROM:</b>	<b>Headteacher, Senior Leadership Team, Classroom Teachers, Office Manager</b>
<b>CONTRACT:</b>	<b>Fixed Term or Permanent</b>
<b>SALARY:</b>	<b>Graveney Spine Point 3 – 6 [Grade 2-3]</b>

### **PURPOSE OF JOB:**

- To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable learners to access to high quality learning experiences across the school.

### **MAIN RESPONSIBILITIES:**

#### **1. SUPPORTING THE LEARNERS**

- To develop knowledge and understanding of a range of learning support needs of the learners to be supported and responding appropriately.
- To aid the learners to learn as effectively as possible, both in group situations and individually, by for example, clarifying and explaining instructions, meeting physical needs as required whilst encouraging independence, ensuring the learners are able to use the equipment and materials provided and assisting in weaker areas such as reading and spelling.
- To ensure the safety and welfare of learners.
- Supervise and support learners ensuring their safety and access to learning.
- Establish good relationships with learners, acting as a role model
- Encourage learners to interact with others and develop their social skills.
- Encourage learners to act independently and promote learners' self-esteem

#### **2. SUPPORTING THE TEACHER**

- To assist, with the class teacher (and other professionals e.g. SENCO), in the development of a suitable programme for learners who need learning support.
- To provide feedback to learners in relation to progress and achievement under the guidance of the teacher.
- In conjunction with the class teacher (and other professionals as appropriate) to develop and maintain a system of recording learner's progress - contributing towards the assessment, recording and monitoring of allocated learners.
- To provide regular feedback about the learners to the teachers.
- To contribute to reviews of pupil's progress, as appropriate.
- To organise suitable equipment and resources in the classroom and assist with the display of learner's work.
- Work with learners by leading guided group sessions, work 1:1 and support learners in whole class sessions.
- Be aware of pupil issues and achievements and provide information to the class teacher as necessary.
- Supporting the teacher in managing pupil behaviour, reporting difficulties as appropriate.
- Foster links and keep records updated of communication with parents/carers under the direction of teachers.
- Provide basic clerical and administrative support e.g. photocopying, typing, filing, collecting money etc.

### **3. SUPPORTING THE CURRICULUM**

- To assist teaching staff in the delivery of the literacy and numeracy strategies within the school and by contributing to planning and monitoring of progress.
- Support learners with adult and child led tasks.
- Ensure that learners are given the opportunity to investigate and learn independently.
- Take an active part in all areas of the curriculum including leading group phonic sessions.
- Supporting learners in using basic ICT as directed.
- Prepare and maintain equipment and resources as directed by the teacher and assist learners in their use.
- Ensure that learners are given access to regular outdoor learning opportunities.

### **4. SUPPORTING THE SCHOOL**

- To participate in the evaluation of the support programme e.g. attending meetings in school time.
- To liaise, advise and consult with other members of the team supporting the teachers when asked to do so.
- To undertake general clerical and administrative work, including filing and photocopying, keeping all records up to date and the administration of coursework.
- To support learners throughout the lunchtime break; assisting with the meals service in the dining hall, ensuring learners eat sufficient quantities and enforcing appropriate mealtime behaviour.
- To supervise learners at lunchtime play and other breaks as timetabled, managing behaviour and providing fun and stimulating activities for learners to engage in, ensuring inclusion.
- To administer first aid and medication for learners, under direction, where appropriate training has been provided.
- To attend to toileting needs and the clearing up of bodily fluids.
- To attend relevant in-service training and relevant meetings as required
- To follow policies and procedures relating to child protection, health and safety, reporting all concerns to the appropriate person.
- To respect the confidentiality of certain issues linked to home/pupil/ teacher/school and to consult with other team members and the SENCO when concerned on any such issue.
- Contribute to the overall ethos, work and aims of the school.
- To support the work of other professionals by liaising, advising and consulting with other members of school staff generally.
- Assist with the supervision of learners out of lesson times, during school hours.
- Accompany teaching staff and learners on visits, trips and out of school activities

### **Child Protection and Safeguarding**

To be fully aware of and understand the duties and responsibilities arising from the DFE statutory guidance, Keeping Learners Safe in Education [KCSIE] and school policies relating to safeguarding and working together in relation to child protection and safeguarding learners and young people as this applies to the postholder's role within the school

To also be fully aware of the principles of safeguarding as they apply to learners and young people in relation to the postholder's role.

To ensure that the postholder's line manager is made aware and kept fully informed of any concerns which the postholder may have in relation to safeguarding and/or child protection.

The person specification sets out the criteria to be used in determining whether an individual is likely to be able to undertake the duties in the job description.

**E – Essential Criteria**

**PERSON SPECIFICATION**

**1. Experience**

- Working with or caring for learners within the Primary age range.
- Previous experience of working in schools would be preferable.

**2. Essential requirements**

- Numeracy, literacy and ICT skills to enable support to learners.
- Good level of written and verbal communication skills.
- Enjoy working with learners.
- Be able to work as part of a team.
- Understanding the different needs that learners have.
- Be able to maintain a consistent approach on a day to day basis.
- A flexible, proactive and adaptable approach to working in a busy school environment
- Maintaining confidentiality and discretion at all times

**3. Knowledge and skills**

- The ability to work on their own initiative and as part of a team.
- An understanding of the developmental stages of learning
- To be able to remain calm, sympathetic and show a sense of humour as appropriate when dealing with learners and the demands of the job. E
- To be able to make quick decisions when dealing with changes in the expected routine or emergency situations.
- Competency with IT ie Word, Outlook and using this in day to day activities E
- Ability to form good working relationships with all stakeholders.
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. E
- Ability to follow and carry out instructions
- An understanding of and adherence to the Trust's equal opportunities and diversity policy and how it is implemented.
- Awareness of the types of learning difficulties learners may have and how this can affect their progress and behaviour in the classroom.
- A commitment and understanding of the protection and safeguarding of learners and young people, and an up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, learners and young people. E
- Ability to follow and carry out instructions