

JOB DESCRIPTION

JOB TITLE:	Teaching Assistant
RESPONSIBLE TO:	Headteacher/Deputy Headteacher/SENCO/Head of ASD Base
INSTRUCTIONS FROM:	Headteacher and Senior Leadership Team
CONTRACT:	Fixed Term or Permanent
SALARY:	Graveney Spine Point 3 – 6 [Grade 2-3]

PURPOSE OF JOB:

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

MAIN RESPONSIBILITIES:

1. SUPPORTING THE PUPILS

- To develop knowledge and understanding of a range of learning support needs of the pupils to be supported and responding appropriately.
- To aid the pupils 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 pupils 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 children.
- Supervise and support pupils ensuring their safety and access to learning.
- Establish good relationships with pupils, acting as a role model
- Encourage pupils to interact with others and develop their social skills.
- Encourage pupils to act independently and promote pupils' 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 pupils who need learning support.
- To provide feedback to pupils 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 pupil's progress - contributing towards the assessment, recording and monitoring of allocated children.
- To provide regular feedback about the pupils 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 pupils' work.
- Work with children by leading guided group sessions, work 1:1 and support children in whole class sessions.

- Be aware of pupil issues and achievements and provide information to the class teacher as necessary. □ Support the teacher in managing pupil behaviour, reporting difficulties as appropriate.
- Foster links and keep records 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 pupils with adult and child led tasks.
- Ensure that children 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 pupils in using basic ICT as directed.
- Prepare and maintain equipment and resources as directed by the teacher and assist pupils in their use.
- Ensure that children 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 and the administration of coursework.
- 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.
- 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.
- To administer first aid and medication for pupils, 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 pupils out of lesson times, during school hours.
- Accompany teaching staff and pupils on visits, trips and out of school activities as negotiated.

Safeguarding Children

To be fully aware of and understand the duties, principles 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 post holder's role.

To ensure that the worker'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.

PERSON SPECIFICATION TEACHING ASSISTANT

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 children within the Primary age range.
- Previous experience of working in schools would be preferable.

2. Essential requirements

- Good numeracy, literacy and ICT skills. **E**
- Good communication skills. **E**
- Enjoy working with children. **E**
- Be able to work as part of a team. **E**
- Understand the different needs that children have.
- Be able to maintain a consistent approach on a day to day basis. **E**

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 pupils 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.
- Be familiar with using computers: Word processing and the internet. **E** □ Ability to form good relationships with all stakeholders.
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. **E**
- An understanding of the school's equal opportunities policy and how it is implemented.
- Awareness of the types of learning difficulties pupils may have and how this can affect their progress and behaviour in the classroom.
- A commitment to the protection and safeguarding of children and young people, and an up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people. **E**