**Job Description**

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| **Job Title** | **Teaching Assistant** |
| **Grade** | 1c point 2 |
| **Reports to** | Class Teacher, SENDCO, SLT/Head Teacher |
| **Responsible for** | Other learning assistants/work experience |
| **Liaison with** | Teaching staff, support staff, Head Teacher, pupils, parents |
| **Job Purpose** | To work in partnership with class teachers to support learning in line with the national curriculum, codes of practice and School policies and procedures. |
| **Head Teacher Accountabilities** | * Working with individuals or small groups of children under the direction of teaching staff * Implement planned learning activities/teaching programmes as agreed with the teacher adjusting activities according to pupils’ responses as appropriate. |
| **Duties** | * Establish positive relationships with pupils supported. * Support pupils with activities which support literacy and numeracy skills * Promote positive pupil behaviour in line with School policies and help keep pupils on task * Interact with, and support pupils, according to individual needs and skills * Promote the inclusion and acceptance of children with special needs within the classroom ensuring access to lessons and their content through appropriate clarification, explanation and resources * Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress and behaviour * Monitor and record pupil activities as appropriate writing records and reports as required * Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher * To support learning by arranging/providing resources for lessons/activities under the direction of the teacher * To attend to pupils’ personal needs including help with social, welfare and health matters, including minor first aid. * To assist with the preparation, maintenance and control of stocks of materials and resources. * To display work effectively, and make and maintain basic teaching resources * To support students in learning outside of the classroom including educational trips and visits |
| **General** | |  | | --- | | * To understand and apply School policies in relation to health, safety and welfare * Attend relevant training and take responsibility for own development * Attend relevant School meetings as required * To respect confidentiality at all times * To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager. * To comply with individual responsibilities, in accordance with the role, for health & safety and Safeguarding in the workplace * Ensure that all duties and services provided are in accordance with the School’s Equal Opportunities Policy * The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.   The duties above are neither exclusive nor exhaustive and the postholder may be required by the Head Teacher to carry out appropriate duties within the context of the job, skills and grade. | |

**Personal Specification**

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| **General Heading** | **Detail** | **E = Essential D = Desirable** | **Examples** |
| **Qualifications & Experience** | Specific experience | **E** | Successful experience working with children in a school and/or Early Years environment |
| Qualifications | **D** | Educated to NVQ Level 2 in learning support and/or Early Years, NNEB or equivalent qualification/experience |
| Knowledge of relevant policies and procedures | **D** | Basic knowledge of First Aid and understanding of the School policies & procedures/Paediatric Frist Aid qualified |
| Literacy | **E** | Good reading and writing skills (National qualification Grade C or equivalent ) |
| Numeracy | **E** | Good numeracy skills (National qualification Grade C or equivalent ) |
| Technology | **D** | Knowledge of basic computing to support learning |
| **Communication** | Written | **D** | Ability to read, write & understand basic reports |
| Verbal | **E** | Ability to communicate information clearly and coherently; ability to listen effectively |
| Languages | **E** | Overcome communication barriers with children and adults |
| Negotiating | **D** | Consult with children and their families and carers and other adults |
| **Working with children** | Behaviour Management | **E** | Understand and implement the school’s behaviour management & anti-bullying policy |
| Child Development | **E** | Ability to understand and support children with developmental difficulty or disability |
| Class Support | **E** | Explain tasks simply and clearly and foster independence |
| Curriculum | **E** | Good understanding of the general aspect of child development & Early Years  Ability to assess progress and performance |
| Health & Well being | **D** | Understand and support the importance of physical and emotional wellbeing |
| **Working with others** | Working with partners | **E** | Understand the role of others working in and with the school  Understand and value the role of parents and carers in supporting children |
| Relationships | **E** | Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults |
| Team work | **E** | Ability to work effectively and positively with a range of adults |