

JOB DESCRIPTION

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Produced by: AHT/APM;MSJ



MOORDOWN ST JOHN'S CE PRIMARY SCHOOL

Post Title: **Teaching and Learning Assistant: Level 2**
 With responsibility for Curriculum Support

Reporting to: 1: Class Teacher/Inclusion Leader
 2: Assistant Headteacher/Deputy Headteacher
 3: Headteacher

Grade: Grade 3 (Points 5 – 6)

1. **Job Purpose and Objectives**

1. Work in close partnership with the assigned class teacher(s) in the planning and delivery of curriculum tasks, communicating enthusiasm in ways that engage the pupils and fosters their motivation and willingness to learn and contributes to effective learning outcomes being achieved.
2. Contribute to the overall aims and objectives of this school and its commitment to high standards and securing school improvement.
3. Act as a responsible member of a conscientious team, fulfilling classroom/year group responsibilities efficiently and effectively.
4. Maintain a welcoming, courteous stance when dealing with children, parents, governors, fellow members of staff and other visitors.
5. Maintain strict confidentiality, given the close contact with children and other members of the school's staff, and that any enquiry from a parent is directed to the class teacher, or Headteacher/Deputy Headteacher, immediately without comment.

The parameters of the Teaching Assistant's tasks are encompassed within the Conditions of Service for School Support Staff.

2. **Main Duties and Responsibilities**

2.1 Classroom Duties

Under the direction and supervision of the teacher(s) to whom assigned:

Support the children

- * Develop an understanding of the particular needs of the children in the group/class being supported.
- * Help the children to learn effectively as possible, both in group situations and on their own by:
 - Clarifying/explaining instructions.
 - Ensuring they can use equipment and materials provided.
 - Motivating and encouraging as required.
 - Assisting in areas where there may be weakness (e.g. language, behaviour, etc).
 - Helping them to concentrate and finish work.
 - Meeting needs as required yet also encouraging independence.
 - Liaising with the class teacher/Inclusion Leader about individual education plans.
 - Developing appropriate resources to support the child/ren.
- * Help the children with all aspects of the curriculum whether individually or in small

groups.

- * Assist with personal care when required.

Support the Teacher

- * Participate, wherever possible, in the regular, weekly curriculum planning meetings.
- * Support the promotion of all areas of the Futures Curriculum.
- * Share in the preparation, planning and assessment of lessons, observing the class teacher's instructions.
- * Help supervise and sustain a complex variety of group work at times when the teacher is wanting to concentrate their attention upon a specific educational task with some pupils.
- * Be adaptable with regard to working on certain sophisticated items of equipment, such as the computer.
- * Assist, with the teacher (and other professionals as appropriate), in the development of suitable programmes of support for children who need learning support and in recording progress.
- * Record and celebrate individual pupil progress in their IEP each time when working with the child.
- * Suggest new steps to the class teacher.
- * Contribute to the maintenance of the children's progress records.
- * Participate in the evaluation of school support programmes.
- * Maintain accurate and succinct records about the children's responses to particular tasks, sharing this information with the class teacher at agreed times during the school day.

Support the School

- * Liaise, advise and consult with other members of the team supporting the children when asked to do so.
- * Contribute to the reviews of the children's progress.
- * Attend relevant in-service training (overtime paid where outside of the teaching assistant contract)
- * Be aware of school procedures.
- * Respect confidentiality issues linked to home/pupil/teacher/school work and keep confidences appropriately.

2.2 Other Classroom Duties

Again under the direction of the assigned class teacher(s) deal with the following non-teaching tasks:

- a) Prepare and clean materials and equipment for use within designated areas and tidy up after use.
- b) Arrange the furniture and resources for group work.
- c) Mount and display children's work.
- d) Undertake photocopying, laminating, comb binding, etc
- e) File children's work.
- f) Attend to the children's personal needs and simple first aid; where a child is causing concern this should be reported, in the first instance, to their class teacher.

2.3 Duties Beyond the Classroom

Under the direction and supervision of the teacher(s)/Key Stage Leader carry out the following tasks:

- a) Assist with activities involving children outside the classroom.
- b) Accompany groups of children on educational visits, after prior briefing from the teacher(s) leading the trip.
- c) Help with first aid at playtimes, as required.
- d) Help in a general way with all visitors and parents coming into the school.
- e) Prepare tea and coffee to duty staff at breaktimes, whenever directed.
- f) Support the process of whole school tracking and assessment.

2.4 Personal Staff Development

- a) Review, from time to time, progress against agreed objectives, timetables, etc, with the Headteacher (or Deputy Headteacher), and participate in agreed, further professional development.

b) Participate in the school's performance management scheme.

3. Supervisory/Managerial responsibility

N/A

4. Key Contacts and Relationships

Polite contact and communication is expected at all times whether dealing with pupils, staff colleagues, school directors, parents/carers, school visitors, visiting professionals or volunteer helpers.

Frequency of contact with these people will vary from day to day. Some communications can be of a delicate nature. Confidentiality must be maintained at all times (excluding safeguarding concerns, which must be shared immediately with the school's Designated Safeguarding Lead).

5. Safeguarding

Our school is committed to safeguarding, preventing radicalisation and promoting the welfare of children and expects all staff to share this commitment. Rigorous checks will be made of the successful applicant's background credentials including Enhanced DBS and Childcare Disqualification checks.

The job-holder is expected to adhere to, and ensure compliance with, relevant Safeguarding/Child Protection policies and procedures at all times. If in the course of carrying out duties of the role, the job-holder identifies any instance that a child is suffering, or likely to suffer significant harm either at school or at home, s/he must report the concerns to the school's Designated Safeguarding Lead

6. Other

The aim of the job description is to indicate the general purpose and level of responsibility of the post. Please be aware that duties may vary from time to time without changing their character or general level of responsibility. Duties may be subject to periodic review by the Headteacher or nominated representative (in consultation with the postholder) to reflect the changing work composition of the business.

This is an outline job description only and the post holder will be expected to undertake the duties commensurate within the range and grade of the post or any lesser duties as directed by the Headteacher or his delegated representative.