



## JOB DESCRIPTION

POST:	Teaching Assistant
GRADE:	<b>Band 7 SCP 14 - 17</b>
RESPONSIBLE TO:	SENDCO/SLT
RESPONSIBLE FOR:	None
JOB PURPOSE:	<b>To work, under the direction of the SENCO/SLT, class teachers and other appropriate staff, in assisting in and contributing to the planning, delivery and evaluation of the learning process.</b> The post holder will work in classes, or other appropriate locations with access to support and guidance, supervising groups and /or individual pupils.
<b>ACCOUNTABILITIES / MAIN RESPONSIBILITIES</b>	
<b>Supporting Learning &amp; Development</b>	<ul style="list-style-type: none"><li>Assist in the planning and evaluation of learning activities with the teacher.</li><li>Deliver learning activities for individuals and groups of pupils under the professional direction and supervision of a qualified teacher or SENCO, differentiating and adapting learning programmes to support the needs of allocated pupils</li><li>Deliver to the whole class activities which have been planned by the class teacher on an occasional basis</li><li>With the class/subject teacher, plan and deliver small group interventions and group teaching activities with clear objectives and appropriate learning outcomes</li><li>Monitor and record pupil responses and learning achievements and give appropriate feedback to teachers towards the overall assessment of pupil progress and attainment made by the teacher and other professionals</li><li>Interact with pupils in ways that support the development of their ability to think and learn, including the use of careful questioning</li><li>Support and assist in the development and implementation of appropriate behaviour management strategies</li><li>Take account of the effects of different parenting approaches, backgrounds and routines, and be involved in home school liaison, as directed by the class/subject teacher</li><li>Select, prepare and clear up materials used in the learning environment ensuring that they are available for use as directed by the teacher, including photocopying, filing and the presentation and display of the pupil's work</li><li>Support children's learning through play</li><li>Support pupils in their social and emotional wellbeing in implementing relevant social, health, and physical programmes, including for those with health, social and physical needs</li><li>Together with the class teacher, ensure that learning environments and displays effectively support and challenge all learners</li><li>Escort and supervise pupils on educational visits and out of school activities under the supervision of a teacher</li><li>Undertake break/lunch supervision as required</li></ul>

<b>Communication</b>	<ul style="list-style-type: none"> <li>Establish rapport and respectful, trusting relationships and communicate effectively with pupils, their families and carers, and other agencies / professionals</li> <li>Initiate appropriate and effective communication with the class teacher, and other professionals, forging and sustaining relationships across agencies</li> </ul>
<b>Sharing Information</b>	<ul style="list-style-type: none"> <li>Assess, record and report on pupils' attainment and progress within assessment and reporting processes</li> <li>Participate in meetings with other staff, external professionals and parents regarding pupils, in a support capacity to the teacher, who will normally lead on such matters</li> <li>Assist in the induction and development of classroom support staff, cascading information and good practice</li> <li>Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality</li> <li>Participate in staff meetings</li> <li>Share information confidentially about pupils with teachers and other professionals as required</li> </ul>
<b>Safeguarding and Promoting the Welfare of Children &amp; Young People</b>	<ul style="list-style-type: none"> <li>Carry out tasks associated with pupil's personal hygiene and welfare, including personal intimate care, physical and medical needs, whilst encouraging independence</li> <li>Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising and recording concerns as appropriate</li> </ul>
<b>Administration/Other</b>	<ul style="list-style-type: none"> <li>Assist the teacher and work as directed in preparation of the classroom and resources for planned work to take place</li> <li>Undertake routine clerical duties as required</li> <li>Support the use of ICT and adhere to relevant policies</li> <li>Supervise and provide access arrangements for pupils sitting internal and external examinations and tests, ensuring that examinations comply with Examination Board Regulations</li> <li>Participate in appraisal, training and other learning activities</li> </ul>
<b>Data Protection</b>	<ul style="list-style-type: none"> <li>To comply with Abbey Schools' and Melrose Learning Trust's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality</li> </ul>
<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure</li> <li>Work with colleagues and others to maintain health, safety and welfare within the working environment</li> <li>Administer First Aid when required</li> </ul>
<b>Equalities</b>	<ul style="list-style-type: none"> <li>Promote inclusion and acceptance of all pupils</li> <li>Within own area of responsibility work in accordance with the aims of the Equality Policy, treating individuals with respect for their diversity, culture and values</li> </ul>
<b>Flexibility</b>	<ul style="list-style-type: none"> <li>Abbey Schools provides front line services, which recognises the need to respond flexibly to changing demands and circumstances. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with Abbey Schools' and Melrose Learning Trust's Policies and Procedures</li> </ul>

Customer Service	<ul style="list-style-type: none"><li>• The school and trust require a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment</li><li>• The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values</li></ul>
Date of Issue:	06/01/26

## Person Specification for an EYFS Teaching Assistant Post

The school is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced DBS check.

Category	Essential	Desirable	Evidence
<b>Application</b>	<ul style="list-style-type: none"> <li>• Fully supported by references</li> <li>• Well written, structured and presented application</li> </ul>		<ul style="list-style-type: none"> <li>• Application, references</li> </ul>
<b>Qualifications</b>	<p>The successful candidate will:</p> <ul style="list-style-type: none"> <li>• NVQ Level 2 in supporting Teaching and Learning or equivalent</li> <li>• GCSE grade A-C in Maths and English or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• NVQ level 3</li> <li>• Recognised DfE full and relevant early years qualification.</li> <li>• Appropriate First Aid Training</li> </ul>	<ul style="list-style-type: none"> <li>• Application, interview</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Demonstrable experience of working as a classroom or teaching assistant within a primary school environment to support children's learning</li> <li>• Experience working in an EYFS class/setting</li> <li>• Experience in delivering interventions to children 1:1 or in small groups to accelerate progress.</li> <li>• Evidence of experience of working successfully with children with Special Educational Needs</li> <li>• Experience of working successfully and collaboratively with class teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and interest in other relevant skills and curriculum areas e.g. art/music/sport/RE/SEND</li> </ul>	<ul style="list-style-type: none"> <li>• Application form, interview, references</li> </ul>
<b>Professional knowledge and skills</b>	<ul style="list-style-type: none"> <li>• Knowledge of relevant school policies, including understanding and following of all current safeguarding procedures.</li> <li>• A good understanding of the EYFS Curriculum</li> <li>• Secure knowledge and understanding of the needs of primary age pupils, including those with special needs.</li> <li>• Can demonstrate what constitutes appropriate and successful relationships with children</li> <li>• Can demonstrate excellent behaviour management skills</li> <li>• Ability to record information regarding child's progress.</li> <li>• Effective oral and written communication skills.</li> </ul>		<ul style="list-style-type: none"> <li>• Application form, interview, references</li> </ul>

<b>Professional Values</b>	<ul style="list-style-type: none"> <li>• Able to build successful working relationships.</li> <li>• Able to work independently and collaboratively as part of a team.</li> <li>• Empathetic with those facing barriers to their learning.</li> <li>• Demonstrate a commitment to professional development and reflect on their own practice</li> <li>• Able to liaise sensitively and effectively with parents and carers</li> </ul>		<ul style="list-style-type: none"> <li>• Application form, interview, references</li> </ul>
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Is enthusiastic, highly motivated and committed.</li> <li>• Can demonstrate excellent organisational skills.</li> <li>• Willingness to participate in the full life of the school, including developing extra-curricular activities, breakfast and after school clubs.</li> <li>• Evidence of being able to build and maintain effective working relationships with staff, governors, parents/carers and the wider community.</li> <li>• Good organisational and time management skills.</li> <li>• Flexible, adaptable and resilient</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of supporting the curriculum through extra-curricular activities/wrap around care.</li> </ul>	<ul style="list-style-type: none"> <li>• Application form, interview, references</li> </ul>