Teaching Assistant - Job Description

1. **Introduction**

   The performance of all duties and responsibilities set out below will be under the reasonable direction of the line manager or headteacher. Reasonable amendments to the job description may be made, at any time, at the headteacher's discretion to fit with the demands and needs of the school and its pupils.

2. **Purpose of the Job**

2.1. Teaching assistants assist the classroom teacher and may be asked to take small groups of children who need extra support in an area, such as literacy or numeracy. This can also include work with children with special educational needs (SEN), that the classroom teacher cannot always accommodate in a normal class.

2.2. As a teaching assistant you may also help teachers prepare for lessons by preparing resources, or putting out equipment at the start of a lesson. Teaching assistants are not qualified teachers, and so are led and guided by teachers.

3. **Main duties and particular responsibilities**

3.1. Promoting inclusion and adopting the school's ethos in all aspects of your work.

3.2. Encouraging independence and good standards of hygiene and personal cleanliness in pupils through practical assistance, social training and by being a positive role model.

3.3. Accompanying groups who are participating in educational visits.

3.4. Preparing and clearing classrooms for lessons or activities, as directed by the classroom teacher.

3.5. Monitoring the needs and behaviour of pupils and reporting these to the classroom teacher, as appropriate.

3.6. Providing general administrative and clerical support to the classroom teacher and other TAs with regard to lesson planning and resources.

3.7. Undertaking pupil record keeping, e.g. taking registers, as requested.

3.8. Undertaking relevant duties corresponding with the post that the classroom teacher may require.

3.9. Upholding the school's Child Protection and Safeguarding Policy at all times, and ensuring pupils are safe and happy at school.

3.10. Upholding the school's Equal Opportunities Policy by supporting all pupils to ensure they reach their potential.

3.11. Adhering to the school's Health and Safety Policy by remaining vigilant to risks and keeping pupils' safety in mind at all times.

3.12.   Liaising with the SENCO regularly to review the progress of individual pupils with SEND and the overall SEND provision in the school.

3.13.   Being responsible for the coordination and provision of interventions for named pupils or groups of pupils.

4.   **Supporting Pupils in the classroom**

4.1.   Supervising pupils' work and offering support where necessary, including for pupils with SEND inside the classroom or in small groups outside of the classroom.

4.2.   Assisting the teacher and SENCO with the creation of individual learning plans for pupils.

4.3.   Encouraging pupils to interact with others and engage in activities led by the teacher.

4.4.   Providing feedback to pupils in relation to progress and achievement under guidance of the teacher.

4.5.   Attending to pupils' personal needs, and implementing personalised assistance to help with their social, emotional and educational development.

4.6.   Assisting with the care of sick pupils and those suffering from minor injuries.

4.7.   Supporting pupils at mealtimes, when necessary, including those who have difficulty or are unable to feed themselves, as well as general supervision.

4.8.   Promoting and reinforcing pupils' self-esteem and ability to act independently.

4.9.   Supervising and supporting pupils to ensure their safety and ability to access lessons, offering assistance where it is required.

4.10.   Identifying where a pupil is having difficulty, e.g. in engaging with a topic, and supporting them to understand the information and helping them complete work, whilst still encouraging independence.

4.11.   Assisting with implementing educational activities and programmes of learning whilst promoting independent learning.

4.12.   Assisting with supporting programmes linked to learning strategies, e.g. literacy and numeracy, and recording achievement and progress, and feeding back to the classroom teacher.

4.13.   Supporting the use of ICT in learning activities and developing pupils' competence in its use.

4.14.   Assisting teaching staff in the planning and delivery of work programmes for individuals and groups of pupils.

4.15.   Using resources and equipment to assist with learning and assisting pupils with use where required.

5. **Relationships**

5.1. Assisting the classroom teacher and other TAs with creating and maintaining displays throughout the school.

5.2. Undertaking activities set by the classroom teacher with individual, and groups of, pupils to ensure their safety and assist with their physical, emotional and educational development.

5.3. Supporting learning activities and teaching programmes, adjusting activities, with the classroom teacher's permission, according to pupils' responses.

5.4. Contributing to keeping records of pupils' development and communicating any concerns to the classroom teacher.

5.5. Assisting with monitoring pupils' needs, including educational progress and emotional support.

5.6. Assisting with monitoring the progress of pupils with SEND, referring to their EHC plans and reporting progress back to the SENCO.

5.7. Helping other teaching staff ensure that pupils receive a smooth transition between educational phases.

5.8. Helping to ensure classrooms are orderly, supportive and engaging, and working to maintain this.

5.9. Assisting with implementing a variety of teaching strategies, in liaison with the classroom teacher, to support pupils to achieve learning goals.

5.10. Providing detailed and regular feedback to the classroom teacher on pupils' achievement, progress, and developmental needs.

5.11. Promoting good pupil behaviour, reporting and dealing promptly with conflicts and incidents in line with the school's Behavioural Policy and encouraging pupils to take responsibility for their behaviour.

5.12. Establishing constructive relationships with pupils' parents where required.

6. **Professional development and CPD**

6.1. Participating in professional development so feedback can be given to pupils in relation to progress and achievement under guidance of the classroom teacher.

6.2. Participating in training and other learning activities and performance development as required.

6.3. Attending tutorials and relevant development opportunities and completing the relevant work to achieve relevant qualifications.

6.4. Reporting progress to an assigned mentor.

6.5. Being responsible for disseminating training to other TAs and teachers as appropriate.

6.6. Acting as a point of contact for other professionals, such as autism experts, speech and language therapists, specialist leaders of education and parents, as appropriate.