



Children & Young People's Service

Applegarth Community Primary School

JOB DESCRIPTION

POST:	General Teaching Assistant (GTA)
GRADE:	CD
RESPONSIBLE TO:	Head Teacher / Senior Advanced Teaching Assistant / Higher Level Teaching Assistant/ SENCO/Inclusion Manager
STAFF MANAGED:	None
JOB PURPOSE:	To work with teachers to support teaching and learning by working with individuals or small groups of pupils under the direction of teaching staff, and may be responsible for some learning activities within the overall teaching plan. May work in the classroom or appropriate location within the school, with access to support and guidance as required.
ACCOUNTABILITIES / MAIN RESPONSIBILITIES	
Supporting Learning & Development	<ul style="list-style-type: none"> • Support pre planned learning and SEMH activities as directed by the teacher • Using agreed structured observation as directed by the class teacher to feedback on learning, behaviour, participation, progress and achievement, to support the planning and evaluation of the learning process in respect of groups and individual students • Interact with pupils in ways that support the development of their ability to think and learn, including the use of careful questioning • Support pupils with special educational needs through assisting with the delivery of specific learning programmes in line with the individual education plan (IEP) targets and to IEP reviews, for example through working one to one or with a small group on phonics catch-up activities. • Support the facilitation of pupils' access to educational provision as indicated by their Education, Health and Care Plan, where appropriately delegated • Assist teachers in the implementation of appropriate behaviour management and teaching & learning strategies in accordance with whole school policy • Support pupils in their social and emotional wellbeing, in implementing related programmes, including those with additional SEND and wellbeing needs, physical needs and medical needs with training, encouraging and modelling positive behaviour in line with school policy. • Work alongside teachers in in escorting and supervising pupils on educational visits and out of school activities • Undertake allocated supervision during breaktimes as required • Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role, for example



	<p>through feeding back to the class teacher about progress that the pupil has made during a learning activity.</p> <ul style="list-style-type: none"> • Prepare for lessons appropriately including reading of materials shared prior.
Communication	<ul style="list-style-type: none"> • Under the general direction of the teacher participate in establishing and maintaining effective relationships with pupils, parents/carers and with other agencies/professionals and colleagues • Be clear about the level of instruction, procedures and guidance that this role works within • Communicate effectively with all pupils, families, carers and other agencies / professionals • Share information confidentially about pupils with teachers and other professional as required • Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality • Participate in staff meetings
Safeguarding and Promoting the Welfare of Children/Young People	<ul style="list-style-type: none"> • Carry out tasks associated with pupils' personal hygiene, (including personal intimate care) and welfare, including physical and medical needs, whilst encouraging independence • Support pupils during lunchtime as required • Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate • Engage in training around Safeguarding
Administration/Other	<ul style="list-style-type: none"> • Prepare classroom/provision materials and learning areas, • Support the use of ICT and adhere to relevant policies
Health & Safety	<ul style="list-style-type: none"> • 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 • Work with colleagues and others to maintain health, safety and welfare within the working environment
Data Protection	<ul style="list-style-type: none"> • To comply with the Council's policies and supporting documentation in relation to Information Governance this includes General Data Protection Regulations, Information Security and Confidentiality
Equalities	<ul style="list-style-type: none"> • Promote inclusion and acceptance of all pupils • Within own area of responsibility work in accordance with the aims of the Equality policy, treating people with respect for their diversity, culture and values
Customer Service	<ul style="list-style-type: none"> • The Council requires 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 • The Council 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
Date of Issue:	20/06/2025

Person Specification:

Essential	Desirable
Knowledge and Experience <ul style="list-style-type: none"> • An awareness of child/young person's development and learning • An understanding that children/Young people have differing needs • Experience appropriate to working with children in an learning environment • Good understanding of child development and learning processes – this may be achieved through induction and during probation period • Understanding of guidance and requirements around safeguarding children and young people – if this criterion is not met on appointment, this may be achieved through induction and during probation period • An understanding of Behaviour management techniques – if this criterion is not met on appointment, this may be achieved through the induction and probationary period and may include the provision of appropriate training. 	<ul style="list-style-type: none"> • Knowledge of Child Protection and Health & Safety policies and procedures • Knowledge of inclusive practice
Occupational Skills <ul style="list-style-type: none"> • Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with a range of staff, children, young people, their families and carers • Good reading, writing and numeracy Skills • Demonstrable interpersonal skills. • Ability to work successfully in a team. • Confidentiality • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours and attitudes • Ability to use authority and maintaining discipline • An empathy for equality & diversity • Demonstrable ICT skills and the ability to use ICT as part of the learning process • Ability to understand of roles and responsibilities within the classroom and whole school context, and to work effectively as part of a whole school team 	<ul style="list-style-type: none"> • Creativity
Professional Qualifications <ul style="list-style-type: none"> • Relevant NVQ Level 2 qualification or equivalent i.e. English and maths skills at level 2 	<ul style="list-style-type: none"> • Relevant NVQ level 3 • Appropriate first aid training (Dependent on the schools needs - insert as appropriate)
Other Requirements <ul style="list-style-type: none"> • Enhanced DBS Clearance • To be committed to the school's policies and ethos • To be committed to Continuing Professional Development • Motivation to work with children and young people 	