


Job Description			
Title TEACHING ASSISTANT - PRIMARY Grade 3	School: St. Luke's C of E Primary	Post Ref Add Ref Profile Learning Support 3a PRI	
Job Purpose To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area, with direct support available from the teacher or senior member of staff.			
Key Responsibilities			
<ol style="list-style-type: none"> 1. Supervising and providing particular support for pupils, including those with special needs, ensuring their safety and access to learning activities 2. Planning and providing practical assistance in relation to identified physical needs 3. Assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes 4. Establishing a constructive relationship with pupils and interact with them according to individual needs 5. Promoting the inclusion and acceptance of all pupils 6. Encouraging pupils to interact with others and engage in activities led by the teacher 7. Setting challenging and demanding expectations and promote self-esteem and independence 8. Providing feedback to pupils in relation to progress and achievement under guidance of the teacher 9. Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work 10. Using strategies, in liaison with the teacher, to support pupils to achieve learning goals 11. Assisting with the planning of learning activities 12. Monitoring pupils' responses to learning activities and accurately record achievements/progress as directed 13. Providing detailed and regular feedback to teachers on pupils' achievement, progress, barriers to learning etc. 14. Promoting good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour 15. Establishing constructive relationships with parents/carers 16. Supporting teaching staff in the carrying out of home visits 17. Administering routine tests and invigilating exams and undertake routine marking of pupils' work 18. Providing clerical/admin support e.g. photocopying, typing, filing, money, administer coursework etc 			

19. Assisting the teaching staff in the smooth transition between educational phases
20. Supporting pupils in their learning in all areas of the curriculum
21. Undertaking structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
22. Undertaking programmes linked to local and national learning strategies e.g. literacy, numeracy, early years recording achievement and progress and feeding back to the teacher
23. Supporting the use of ICT in learning activities and developing pupils' competence and independence in its use
24. Supporting pupils and teacher during PE and other practical activities.
25. Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity and assisting pupils in their use
26. Assisting with the supervision of pupils at break times
27. Accompanying teaching staff and pupils on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher

General Responsibilities

28. Being aware of and comply with school policy and procedures particularly in respect of Child Protection and Health and Safety
29. Being aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
30. Contributing to the overall ethos/work/aims of the school
31. Ensuring the safe organisation of learning activities and the physical teaching space and resources for which they have responsibility
32. Appreciating and supporting the role of other professionals
33. Attending relevant meetings as required
34. Participating in training and other learning activities and performance development as required
35. Being aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences as appropriate
36. Any other curriculum duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific terms, following consultation with the Recognised Trade Unions
37. To promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact with during the course of your duties and responsibilities. Your conduct must at all times be in accordance with the school's policies and procedures
38. To report any causes for concern relating to the welfare and safety of children to the designated person, and the head teacher, or if unavailable the designated safeguarding governor or a member of the senior leadership team
39. To attend safeguarding training as required by the school and maintain your knowledge and understanding of your responsibility for safeguarding children in this school

Note: It is expected that duties will be undertaken within contracted hours unless by agreement

Person Specification

Education and Knowledge

- A) Good literacy and numeracy skills gained from general education to GCSE 'O' level/Adult Literacy and Numeracy level 2/NVQ level 2 standard or equivalent together with a knowledge of child protection/procedures, together with a working knowledge of national curriculum and other relevant learning programmes/strategies.
- B) Good literacy and numeracy skills gained from general education to GCSE 'O' level/ Adult Literacy and Numeracy level 2/NVQ level 3 for Teaching Assistants or equivalent qualification or experience, together with a working knowledge of national curriculum, early years curriculum and other relevant learning programmes/strategies

Experience

Personal skills and general competencies

To be completed only if any
amendments are made to the
standard Job Description

Please refer to the guidelines

Additional Responsibilities to be included in the Job Description

This section is a description of the main responsibilities that are to be added to the Job Description, it is not a task list – the % time spent does not have to exact - it is to help the analyst understand how much time is spent on specific tasks for example the amount of time spent on typing/ inputting data may affect the Physical Demands factor.

Additional Responsibilities	% Time spent

Factor Information

The factor definitions are outlined below and are specific for the job description and reflect the appropriate level from the NJE scheme that are commensurate with the level of responsibility and competences required for the role as described in the Job Description. If you have amended the standard information you should insert any additional information that you believe would impact on a factor.

Some factors have options (a) or (b) you should indicate which option best describes the job by placing a tick in the relevant box.

Factor		Factor Definition and Relevant Job Information	
1	Knowledge	A) Good literacy and numeracy skills gained from general education to GCSE ‘O’ level/Adult Literacy and Numeracy level 2/NVQ level 2 standard or equivalent together with a knowledge of child protection/procedures, together with a working knowledge of national curriculum and other relevant learning programmes/strategies.	
		B) Good literacy and numeracy skills gained from general education to GCSE ‘O’ level/Adult Literacy and Numeracy level 2/NVQ level 3 for Teaching Assistants or equivalent qualification or experience, together with a working knowledge of national curriculum, early years curriculum and other relevant learning programmes/strategies.	

2	Mental Skills	Some analysis and interpretation required when determining the most appropriate action from a range of alternative options. Elements of creativity and/or forward thinking are fundamental to the post's activities e.g. responds to pupils' requirements, monitoring and supporting learning, working on IEPs and Pastoral Support Plans, supporting short term planning (of learning activities).
3	Interpersonal/ Communication Skills	Skills required to support and assist pupils in their learning, e.g. motivating pupils in a learning situation, negotiating/persuading pupils in behavioural situations, simple exchanges with parents/carers and other agencies.
4	Physical Skills	Use of computer keyboard to input basic alpha/numeric information as part of basic record keeping, also in learning situations with pupils; use of specialist equipment e.g. hoist to move a pupil as required.
5	Initiative & Independence	Works under instruction/guidance of teaching/senior support staff, supervision of children to ensure their health and safety e.g. deal with pupil behaviour issues, direct support being available if required.
6	Physical Demands	Long periods of standing, also sitting down, often on small chairs, kneeling and bending with pupils; setting out classrooms and learning environments; moving and handling using special equipment e.g. pushing a wheelchair containing a pupil; carrying resources e.g. rolls of paper, play equipment; bending stretching and use of step ladder for display work.
7	Mental Demands	Applying sensory concentration, working very closely for periods, including observing reactions and behaviour, with individual and groups of pupils; dealing with interactions between members of the group, seeking support as and when required; mental concentration for specific tasks e.g. when contributing to IEPs.
8	Emotional Demands	A) Working on an ongoing basis with children, some of whom have short or longer term emotional, additional or special needs.
		B) Working on an ongoing basis with children, many of whom have special needs and exhibit challenging behaviour, including Autism, Dyslexia, Dyspraxia, Visual Difficulties, Hearing Difficulties and Physical Difficulties; also terminally ill children and those who suffer from seizures or epilepsy.
9	Responsibility for People	Contributing to the education and development of children; being aware of and responding to the basic and welfare needs of pupils.
10	Responsibility for Supervision	Job holder has no direct responsibility for the supervision of other employees. Occasional demonstration of own duties or similar assistance to new staff and/or college students and volunteer helpers may be given as necessary.

11	Responsibility for Financial Resources	Job holder has limited direct responsibility for financial resources. The handling and recording of small amounts of cash/cheques or equivalent may be necessary periodically.
12	Responsibility for Physical Resources	Regular handling, processing and recording of computer and manual information in accordance with data protection principles including routine document preparation, storage, retrieval or amendment; responsible for the careful use of special equipment and for reporting any problems with this equipment.
13	Working Conditions	Duties involve regular contact with children; there is also some exposure to abuse and/or aggression from pupils and/or adults; assisting pupils with toileting and dealing with bodily fluids.

Factor		Additional Information
1	Knowledge	
2	Mental Skills	
3	Interpersonal/ Communication Skills	
4	Physical Skills	
5	Initiative & Independence	

6	Physical Demands	
7	Mental Demands	
8	Emotional Demands	
9	Responsibility for People	
10	Responsibility for Supervision	
11	Responsibility for Financial Resources	
12	Responsibility for Physical Resources	
13	Working Conditions	

Date