

## Job Description

<b>Job Title:</b>	Teaching Assistant – Level 4 (Supporting and Delivering Learning)	<b>School Name:</b>	St. George's CE Primary School
<b>Grade and Range:</b>	Grade 6 – scp 9-16	<b>Hours:</b>	36 hours
<b>Reports to:</b>	SENCO / Headteacher / Deputy Head / Assistant Head	<b>Working Pattern:</b>	Term Time only
		<b>Supervises:</b>	TAs – or specialist area (see below)

<b>Purpose and context:</b>	<p>To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupil's achievement, progress and development.</p> <p>Responsible for the management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training</p> <p>Deliver Emotional Literacy Support Assistant sessions to complement the pastoral work of the school and other interventions as required by school.</p>
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### Principle Accountabilities:

#### SUPPORT FOR PUPILS

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Develop and implement IEPs
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

#### SUPPORT FOR TEACHERS

- Organise and manage appropriate learning environment and resources
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests
- Production of lesson plans, worksheet, plans etc.

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## SUPPORT FOR THE CURRICULUM

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- Deliver local and national learning strategies e.g. literacy, numeracy, early years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment

## SUPPORT FOR THE SCHOOL

- Cover classes at short notice to cover for sickness and other absence
- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Deliver Emotional Literacy Support Assistant (ELSA) sessions for pupils or be prepared to undertake training in order to deliver ELSA sessions
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
- To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Southwark Safeguarding Children's Board and the school's safeguarding policy.

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### General Statements

- Required to carry out all reasonable duties and responsibilities of the post in accordance with the Councils' policies and procedures and standing orders.
  - Enactment of Health and Safety requirements and initiatives as appropriate
  - All employees are required to declare any conflict of interest that may arise before or during their employment.
  - Any outside activities, either paid or unpaid, must not in the view of the School conflict with or react detrimentally to the Authority's interest, or in any way weaken public confidence in the conduct of the School's business.
  - Undergo and meet school conditions for a satisfactory enhanced DBS check.
  - Must comply with all equality legislation, policies and procedures; actively promote ways of eradicating and challenging racism, prejudice and discrimination through the School's policies and procedures.
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	<ul style="list-style-type: none"> <li>▪ To have due regard for safeguarding and promoting the welfare of children and young people, and to follow the child protection procedures adopted by the Southwark Safeguarding Children Board.</li> <li>▪ Ensuring work is line with the School's Green Commitment Policy goals.</li> <li>▪ Being aware of responsibilities under the Data Protection act for the security, accuracy and relevance of information held and maintained.</li> <li>▪ Treating all information acquired through your employment, both formally and informally, in strict confidence</li> <li>▪ To demonstrate a commitment to good customer care.</li> <li>▪ Any other duties of an appropriate level and nature will also be required.</li> </ul>
<p><b>To contribute as an effective and collaborative member of the School Team</b></p>	<ul style="list-style-type: none"> <li>▪ Participating in training to be able to demonstrate competence.</li> <li>▪ Participating in first aid training as required.</li> <li>▪ Participating in the ongoing development, implementation and monitoring of the service plans.</li> <li>▪ Contributing in meetings and being a supportive member of the school team.</li> </ul>



## Person Specification

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		<b>Essential (E) or Desirable (D)</b>	<b>How assessed: A-application I-Interview</b>
<b>Knowledge / qualifications:</b>	<ul style="list-style-type: none"> <li>Meet Higher Level Teaching Assistant standards or equivalent qualification or experience</li> <li>Training in relevant learning strategies e.g. literacy</li> <li>Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT</li> <li>Can use ICT effectively to support learning</li> <li>Full working knowledge of relevant policies/codes of practice/legislation</li> <li>Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies</li> <li>Good understanding of child development and learning processes</li> <li>Understanding of statutory frameworks relating to teaching</li> <li>Understanding of neurodiversity, particularly autism</li> <li>Completed ELSA training and experience of delivering ELSA sessions</li> </ul>	E  E E  E E  E  E E E D	A  A A  A/I A/I  A/I  A/I A/I A/I A/I
<b>Experience:</b>	<ul style="list-style-type: none"> <li>Experience working with children of relevant age in a learning environment</li> <li>Experience of previously covering classes</li> <li>Experience working with neurodiverse learners, e.g. Autism, ADHD</li> <li>Experience of delivering a range of interventions to support learning</li> <li>Experience of delivering ELSA interventions</li> </ul>	E  D E  E D	A  A A  A A
<b>Aptitudes, skills and competencies:</b>	<ul style="list-style-type: none"> <li>Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths</li> <li>Constantly improve own practice/knowledge through self-evaluation and learning from others</li> <li>Ability to relate well to children and adults, particularly our neurodiverse children e.g. Autism, ADHD</li> <li>Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</li> </ul>	E  E E  E	A  A/I I  I

Special conditions:	▪ Motivated to work with children & young people.	E	A/I
	▪ Ability to form & monitor appropriate relationship & personal boundaries with children & young people.	E	I
	▪ Emotional resilience in working with challenging behaviours and neurodiverse presentation e.g Autism, ADHD	E	A/I
	▪ Appropriate attitudes to use of authority & maintaining discipline.	E	A/I
	▪ Prepared to support pupils with intimate care if required	E	I
	▪ The postholder may be required to work outside of normal school hours on occasion, with due notice.	E	I
	▪ All postholders will be required to undertake an enhanced DBS check. Individuals on the children's barred list (and adults barred list where relevant) should not apply.	E	
	▪ An understanding of the principles of Keeping Children Safe in Education 2022 and a commitment to ensuring the health, safety and wellbeing of all children.	E	A/I