

Job Title	Teaching Assistant – Level One
Salary Scale	RG2b scale point 3-4
Reports To	Class Teacher

SUPPORTING THE SCHOOL VISION AND VALUES

As a member of staff within the school the post holder is required to:

1. consistently conduct his/her role in order that the school's vision of aspiring to be the best is achieved for all pupils and adults in order that every pupil makes a positive contribution to the community now and in the future
2. continually contribute to the school's success through its vision statement and modelled behaviour towards anyone in the school and, when out of school, if a member of staff can be identified, the highest standard of conduct, confidentiality and behaviour is expected
3. safeguard all pupils and support the school's culture to make everyone feel safe, by ensuring the school's policies on Safeguarding, Health and Safety, confidentiality and data protection are rigorously implemented and promoted at all times
4. promote a culture of inclusion within the school as a whole where all voices are heard, respected and acknowledged
5. contribute to the school self-evaluation and improvement process to embed and maintain a good or better school against OFSTED criteria
6. contribute to the development, implementation and monitoring of the annual School Plan (SP) and associated action plans and school policies
7. ensure that through a nurturing pastoral care programme every pupil feels that s/he is a valued and unique member of the school community, appreciating life and respect for the world in which s/he lives
8. consistently secure good pupil behaviour, dealing promptly with conflict and incidents in line with school policy
9. contribute to the wider life and ethos of the school leading to significant outcomes that strengthen the relationship between the school and wider community, including attending school events

STATUTORY RESPONSIBILITIES AND REQUIREMENTS OF THE ROLE

The responsibilities and accountabilities of all Learning Assistants are documented in:

- a. The National Occupational Standards for Supporting Teaching and Learning 2007
- b. Ofsted: The Framework for School Inspection
- c. Berkshire LSCB Child Protection Procedures
- d. SEND Code of Practice (2014)

DESIGNATION OF THE POST

The post holder is:

- directly accountable to a member of the teaching staff
- required to work under the direction of a member of the teaching staff to support

access to learning for pupils. This could be small group, pairs or one-to-one.

- required to provide general support in the management of pupils and the classroom either within the classroom or another designated teaching area

For those post holders aspiring to progress to posts at Level Two, a qualification in NVQ Level 2 or equivalent in child development and education is required

MAIN PURPOSE AND DUTIES OF THE ROLE

The Teaching Assistant is accountable for:

1. Support for Pupils

- (a) attending to the pupils' personal needs, and implementing related programmes e.g. Individual Education Plans, including social, health, physical, hygiene, first aid and welfare matters
- (b) encouraging pupils to interact with others and engage in activities led by the teacher independently or in a group
- (c) supervising and supporting pupils ensuring their safety and access to learning
- (d) establishing good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual behavioural needs
- (e) encouraging positive play with the pupils on the playground as timetabled
- (f) knowing and putting into practice the agreed fire procedures

During the lunch period;

- a) Ensuring that the children are supervised in all outside areas
- b) Supervising the children whilst they are in the dining room
- c) recognising and intervening in situations that could lead to dangerous or inappropriate behaviour and reporting this to the Lunchtime Supervisor to prevent further issues arising
- d) ensuring children have a meal and reporting when children have not eaten sufficient food on any particular day or over a number of days to the Supervisor or Class Teacher
- e) ensuring that the children are supervised in all outside areas

2. Support for Teaching Staff and the School

- (a) carrying out activities with groups of, or individual pupils, under the instructions of the class teacher, including implementing national and local learning strategies
- (b) providing clerical/administrative support e.g. displays, photocopying, typing, filing, collecting money
- (c) preparing and maintaining equipment/resources required to meet the lesson plans/relevant learning activity and assisting pupils in their use including ICT
- (d) making notes of pupils' progress, informing the class teacher and contributing to record keeping as directed

3. Support for the School

- (a) attending relevant meetings as required
- (b) assisting with the supervision of pupils out of lesson times including supporting and leading children in their play outside as timetabled. To include lunchtime supervision.
- (c) 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 a member of teaching staff

4. Continuing Professional Development

- (a) reviewing the quality of his/her performance against national criteria, using progress of the pupils in his/her care as the key indicator of success
 - (b) participating in training, other learning activities and performance development as required
 - (c) seeking out and taking all opportunities to improve areas for development
 - (d) ensuring that his/her health and safety, safeguarding and safe handling training is up to date
 - (e) preparing for and participating in his/her formal appraisal
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- (a) assisting the class teacher with the planning of learning activities including national and local strategies
 - (b) supporting the class teacher to create a learning environment that develops and maintains positive attitudes to the designated area of improvement
 - (c) monitoring pupils' responses to learning activities and accurately recording achievement/progress as directed, regularly feeding back to the class teacher
 - (d) assisting with the supervision of pupils out of lesson times e.g. after school clubs
 - (e) liaising with parents under the supervision of the class teacher
 - (f) take responsibility for own professional development

THE KENNET FEDERATION

TEACHING ASSISTANT PERSON SPECIFICATION

Area	Requirements
Personal Qualities	<ul style="list-style-type: none"> • High standards of personal presentation and professionalism • Ability to maintain positive relationships at all levels • Approachable and caring manner • Respect for others and for diversity • Ability to be flexible and to use initiative • Willingness and ability to share expertise • High expectations of and belief in self and others • Good written and oral communication skills • Good time management • Enthusiasm and energy • Love of children • Willingness to seek advice or help when necessary • Ability to manage own and others' stress • Sense of professionalism and respect for confidentiality • Sense of humour
Experience	<ul style="list-style-type: none"> • Working with or caring for children of relevant age group
Qualifications / Education / Training	<ul style="list-style-type: none"> • Good literacy and numeracy skills • Completion of DfE Teaching Assistant Induction Programme (desirable)
Knowledge, Skills and Abilities	<ul style="list-style-type: none"> • Use of basic technology, e.g. computer, video, photocopier • Ability to relate well to children and adults • Ability to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these • Willingness to participate in development and training opportunities • Appropriate knowledge of First Aid • Knowledge of basic health and safety procedures • Knowledge and understanding of different social, cultural and physical needs of children and families
School specific needs	<ul style="list-style-type: none"> • Commitment to the school's vision, values and aims • Commitment to a diverse community • Commitment to inclusion and raising standards for children • Commitment to children's entitlement to a rich education • Willingness to encourage parental involvement in school life and in the education of their children.