

BOUGHTON PRIMARY SCHOOL – AN ACADEMY



JOB DESCRIPTION

UPDATED NOVEMBER 2024

JOB TITLE	Teaching Assistant
LEVEL	Level 2
LINE MANAGER	Key Stage Leader and SLT

MAIN PURPOSE

Working within any of our key stage teams, to offer children a safe, secure, caring and supportive environment, providing opportunities to foster their growth and development within the school.

ATTITUDES AND PERSONAL ATTRIBUTES

1. To actively support and promote our ethos and values
2. To support the school's commitment to safeguarding and child protection, actively complying with all related policies
3. To establish positive and sensitive relationships with children.
4. To act as a role model, in all aspects of their role and personal conduct;
5. To promote the inclusion of all children, and set achievable expectations;
6. To provide effective support for high quality teaching and learning, maximising every child's potential and contributing to excellent outcomes for all learners;
7. To undertake any duties set by the SLT, that will assist in the day-to-day running of the school, including covering the class in case of emergency, or if necessary in the absence of the teacher.

KEY FEATURES OF LEVEL 2 ROLE

- Jobs comprise a sequence of tasks that form standardised work routines;
- Some may have a more specialist role that will typically cover a deeper knowledge in a narrower range of circumstances;
- May provide informal assistance to less experienced colleagues;
- Works under instruction/guidance, enabling access to learning including special educational needs;
- Jobs require a normal level of courtesy and effectiveness in dealing with other people. Should be able to ask questions, seek clarification and exchange information using tact and diplomacy;
- May provide straightforward clerical support to teacher or organisation;
- May contribute at an individual level to monitoring team resource levels and providing simple information;
- Will interact with colleagues, pupils, parents, carers and educational professionals.

Key terminology

Service delivery: the efficient work of the school

Service users: pupils, parents, colleagues and any other stakeholders

ADDITIONAL INFORMATION

This post is exempt from The Rehabilitation of Offenders Act 1974 as the position involves working within close proximity of young children. The post holder will be required to undertake an enhanced DBS. Boughton Primary School is committed to the safeguarding and well-being of all children.

1. WORKING IN THE ENVIRONMENT

Providing personal and welfare care

Assist with the planning, development and implementation of pupils' education/behaviour plans and personal care programmes, to ensure that the school's health, safety and behaviour policies are maintained;

Carry out intimate care of pupils where needed, including supporting independent changing if a child has an accident, or nappy changing for pupils not yet fully toilet trained, in line with the school's policies (specifically Intimate Care and Child Protection/Safeguarding);

Generally support the social development and welfare needs of individual pupils including the administration of medicines with school practices and policies;

With support: carry out medical procedures (e.g. catheterisation; gastrostomy feeding) in accordance with LA/NHS protocols;

Deal with conflict using different communication techniques to encourage all pupils to take responsibility for their own behaviour and promote independence;

Care for a sick or injured child, e.g. accompanying them to hospital, and remaining with them until the parent arrives to ensure continuity of care.

Supporting pupils in the learning environment

Under the guidance of the teacher, and/or SLT, supervise and support pupils in the learning environment (in the classroom or outside), including more in depth support for those with special needs, to promote independence, inclusion, acceptance and equality of access to learning opportunities for all pupils.

Assist pupils within the class, individually or in small groups, in the completion and adjustment of a wider range of pre-defined learning, care and support activities, to meet the requirements of pupils and the curriculum.

Assist with the supervision of pupils out of lesson times (e.g. before and after school; lunchtimes; breaks; clubs; other events) to enhance service delivery and encourage structured and positive play.

With support: assist pupils with mobility equipment (e.g. wheelchairs, hoists) to support them in their learning environment.

Providing clerical and other support to colleagues and service users

Provide clerical and other support to meet service delivery requirements, e.g. photocopying, word processing, filing, collecting money, administer learning tasks;

Support teaching staff and pupils on visits, trips and out of school activities as required; take responsibility for a group of pupils under the supervision of the teacher, to meet service delivery requirements;

Administer routine tests, invigilate national standardised tests/tasks and undertake routine marking of pupils' work to meet the requirements of pupils and the curriculum.

Preparing and maintaining the classroom environment and resources

Create and maintain a purposeful, orderly and supportive environment, both indoors and outdoors, in accordance with lesson plans; assist with the display of pupils' work to support pre-defined learning activities, to meet the needs of pupils and the curriculum;

Prepare, maintain and use equipment and resources required to meet lesson plans/learning activities to meet the needs of pupils and the curriculum.

2. WORKING WITH PEOPLE

Developing the team

Participate in meetings, team development activities and assist less experienced colleagues when appropriate, to support the achievement of individual and team performance and development objectives.

Building professional relationships

Build and maintain positive and constructive working relationships with pupils, parents, carers and colleagues to maximise pupils' development and maintain the overall ethos of the school.

Dealing with behaviour issues

With support: observe/use awareness of behaviour, knowledge of different behaviour management and communication strategies and adapt existing strategies/methods as necessary to deal with disruption by pupils in class.

With support: where required and suitably trained, use appropriate physical restraint techniques in accordance with relevant policies and procedures.

3. WORKING WITH RESOURCES

Monitoring levels and ordering of resources

Monitor resource levels and contribute to the resource ordering process to ensure timely availability of resources to meet the requirements of the curriculum.

Maintain an awareness of the importance of the appropriate use of resources to minimise waste and maximise the effectiveness of financial resources.

4. WORKING WITH INFORMATION

Reviewing pupils' performance

Monitor, feedback, record and report on pupil progress, including feedback to pupils, and participate in the completion of pupil profiles/records of attainment to maximise pupil development.

I have read and reviewed my job description.	
Name (print)	
Role	
Signed	
Date	
Line Manager name	
Signed	
Date	

PERSON SPECIFICATION: TEACHING ASSISTANT L2

ATTRIBUTES	Evidence from: Application (A) Interview (I) Reference (R)	
	ESSENTIAL	DESIRABLE
QUALIFICATIONS AND TRAINING		
Minimum of GCSE Grade C/Level 4+ (or equivalent) in both English and Maths	A	
A relevant childcare/teaching qualification		A
Evidence of professional development or learning, e.g. in-house training or courses		A
First Aid Qualification		A
EXPERIENCE		
Proven experience of working with children of relevant age in a professional capacity	A, R	
Experience of working as part of a team		A, R
Experience of working with parents to raise achievement		A, R
KNOWLEDGE AND UNDERSTANDING		
Knowledge of the national curriculum	A, I	
Knowledge of procedures relating to safeguarding	A, I	
Ability to assist in planning, implementation and evaluation of the curriculum	A, I	
Ability to promote our positive behaviour policy	A, I	
SKILLS		
Ability to motivate pupils and promote their independence in a positive and sensitive way.	A, I, R	
Ability to establish and develop relationships with all involved in the school	R	
Ability to communicate well in writing and orally	A, I	
Ability to relate well to children and adults	A, I, R	
Flexible and approachable	I, R	
Ability to self-motivate and use own initiative	A, I, R	
Positive and energetic approach to work	I, R	
Indicates a commitment to our school's wider community		A, I
ATTITUDES		
Positive, enthusiastic, friendly	I, R	
A commitment to raising achievement and including all pupils	A, I, R	
A commitment to your own learning and career development	A, I, R	