

MELBURY COLLEGE JOB DESCRIPTION
Job Role: Primary Teaching Assistant
 Annual Salary: FTE £28,521, actual (pro rata) £24,802
 (39 weeks a year – 35 hours per week)
Whatley Campus



Job Title: Teaching Assistant		Responsible to: Headteacher, Whatley Campus
Responsible For:	<ul style="list-style-type: none"> ● Work as a Teaching Assistant supporting learning and behaviour in lessons and unstructured times, fulfilling all duties as required by SLT ● Enable access to learning for pupils ● Assist the teacher in the preparation of resources and the management of pupils and the classroom ● Supervise external/internal examinations ● Work with pupils 1-1 or in small groups with regard to SEN needs, behaviour and learning ● To keep abreast of and share up-to-date theoretical knowledge and application in SEN to ensure pupils' specific needs are met 	

Line Management: n/a

Generic Duties and Responsibilities

Support for Pupils

- Contribute to the social, emotional and intellectual well-being of the students.
- Work with individual students on a small group or one-to-one basis.
- Establish professional and productive working relationships with teachers, support staff, outside professionals, parents/carers and pupils, acting as a good role model.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Be aware of and contribute to individual learning support plans, behaviour plans, monitoring systems, individualised strategies used with a pupil, etc.
- Use effective and appropriate language and communication skills and experience to support pupils in the classroom, promoting pupils' communication skills in everyday situations.
- Challenge and motivate pupils in an atmosphere in which they gain self-confidence, enjoyment, independence and motivation to learn.
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance, etc., under the guidance of the teacher.
- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence.

Support for the Teacher

- Create and maintain a purposeful, orderly and productive learning environment in accordance with lesson plans, and assist with the display of pupils work.
- Support pupils' access to learning by using appropriate strategies and creating resources.
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested (e.g. observation or behaviour charts for each lesson, progress sheets etc).
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents through the use of appropriate strategies, school policies and encouraging pupils to take responsibility for their own behaviour.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Assist with the planning of learning activities.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work.
- Provide clerical/admin support e.g. photocopying, typing, filing, money, administer coursework etc.

Support for the Curriculum


- Work alongside teaching staff to plan, prepare, support, deliver and evaluate programmes of learning, to promote achievement.
- Support and implement agreed learning activities and teaching programmes, adjusting activities according to pupil responses/needs.
- Participate in school systems to monitor and enhance the quality of teaching and learning.
- Provide advice and guidance as required.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

Support for the School

- Support pupils to make appropriate use of unstructured times. This may include, in consultation with the Senior Leadership Team, planning and setting up of structured games and/or encouraging participation/socialisation with others.
- To supervise students during the working day including breaks, lunch-time, on off-site visits, on entering and leaving the premises at the beginning and end of each session, and inclusion in the duty rota.
- Undertake 1:1 and small group supervision of pupils, including break and lunch times as required.
- Attend and participate in staff meetings, INSET sessions and other meetings as required.
- Use own initiative regarding issues which raise immediate cause for concern. Areas causing concern will be discussed with relevant staff and/or at the team meeting.
- 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.
- Work closely with parents/carers, informing and updating them on the work and progress of the child, in liaison with the teacher.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person.
- To understand the duties and responsibilities arising from the Children's Act 2004 and Working Together in relation to child protection and safeguarding children and young people.
- To also be fully aware of the principles of safeguarding as they apply to children.
- Ensure that the designated safeguarding lead is made aware and kept fully informed of any concerns in relation to safeguarding and/or child protection.
- Ensure that your line manager is made aware and kept informed of any other concerns relating to work.
- Undertake any other such duties as the Headteacher may reasonably direct from time to time.

Conduct and Participation in a Team

- Follow instructions of teaching staff as to how best support the learning of pupil's in their lesson.
- Remain in communication with teaching staff in schools at all times via phone call and follow up e mail.
- 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.
- If allocated to support lessons involving visiting members of staff, or which involve physical contact between staff and students, support staff must stay in the room at all times. This is to ensure Health and Safety and Safeguarding risks to staff and pupils are minimised.
- All support staff are allocated to morning break and lunch time duty.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime. Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- To attend team meetings and training sessions as required.
- Be aware of and comply with all school policies and procedures including those relating to child protection, health, safety and security, confidentiality, code of conduct and data protection, reporting all concerns to an appropriate person.
- Be aware of the responsibility for personal health, safety and welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with health, safety & welfare.
- Be aware of and support difference and ensure equal opportunities for all.
- Participate in training and other learning activities and performance development as required.

 To carry out any other duties as may reasonably be required by the Headteacher or the Executive Headteacher.		
	Post Holder:	Date:
Signed:	Executive Head Teacher: Carla Chandler	Review Date:

PERSON SPECIFICATION

Qualifications/Training

Good GCSEs/O-levels (Grade A*-C) or equivalent including English and Maths as a minimum	Essential
Fully competent in using MS Office, including Word and Excel. Training and experience of office administration, word processing and computer information systems	Essential
Previous administration experience	Essential
Experience of using SIMS	Desirable

Skills

Work constructively as part of a team, understanding the setting roles and responsibilities and your own position within these	Essential
Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation	Essential
Excellent interpersonal skills, particularly the ability to relate to vulnerable young people, parents, colleagues and external 3 rd parties	Essential
Demonstrate a willingness to take responsibility for continued professional development	Essential
Excellent organisational skills / time management / ability to prioritise and organise own workload / able to work to deadlines	Essential

Knowledge Base

Understanding of safeguarding and child protection issues	Essential
Excellent literacy and numeracy skills	Essential

Attitude / approach

Honesty and integrity	Essential
Professional and approachable attitude	Essential
Willingness to learn new skills and attend training	Essential
Self-motivated with a positive 'can do' approach to work	Essential
Reliable	Essential
Well presented	Essential
Flexible over working hours according to the needs of the school	Essential