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|  | **JOB DESCRIPTION** |

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| Job title: | Teaching Assistant (Primary) |
| Post reference: | J089 |
| Grade: | NJC 4 – Scale points 7 - 10 |
| Hours | 32.5 hours per week, term time only including five training days |
| Responsible to : | Key Stage Leader (KS1/2) |
| Responsible for: | --- |
| Job purpose: | To support students who have behaviour and/or special educational needs with their academic learning and emotional wellbeing.  To supervise whole classes during the short term absence of a teacher for illness, training and case meetings. |
| Key internal contacts: | Director of School Improvement  Primary Team  Assistant Head  Outreach Team  Administration Team  Students  Safeguarding Manager & Designated Safeguarding Lead |
| Key external contacts: | Parents/carers  Multi-Agency workers  Primary Schools |
| Special considerations: | Hold a clear Enhanced DBS check. |

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| This job description describes in general terms the normal duties which the post-holder will be expected to undertake. However, the job or duties described may vary or be amended from time to time without changing the level of responsibility associated with the post.  **Specific duties**  Support for Individual students   1. Provide support for individual students inside and outside of the classroom to enable them to fully participate in lessons / activities; 2. Provide literacy / numeracy support to allow students to access to the curriculum; 3. Plan and deliver 1-1 and small group interventions (guided by the class teachers); 4. Track student progress through a range of assessment activities; 5. Use behaviour management strategies, in line with the school’s policy and procedures, to contribute to a purposeful learning environment and encourage students to interact and work   co-operatively with others;   1. Contribute to students’ reports; 2. To use SIMS and CPOMS to record, monitor and process student data; 3. Communicate with parents/carers on a weekly basis regarding students’ attendance,   punctuality, behaviour and academic progress;   1. Have an understanding of the special educational needs of the students and ensure they have appropriate access to the lessons and relevant resources; 2. Supervise students throughout the day, including lunch duties.   Support for teachers   1. Liaise closely with the primary teachers and other relevant agencies; 2. Assist in the preparation of lesson materials and planned activities, including one-to-one sessions with students; 3. Ensure that classrooms are tidy and equipment/resources are packed away at the end of   the day;   1. Ensure wall displays are current, tidy and updated termly; 2. Undertake small group work, project work and accompany students on off-site activities, as directed; 3. To undertake administrative duties including ordering resources and maintaining stock records.   Trust   1. Promoting the Trust’s core themes of safeguarding and working with vulnerable young people and helping them to flourish; 2. Complying with the Trust’s policies and procedures (e.g. equal opportunities and health and safety); 3. Ensuring high standards of behaviour and dress are maintained; 4. Attending Trust/academy briefings, meetings and events, as required.   Additional Duties  You may be required to carry out additional duties, as the Executive Principal may reasonably request, which are commensurate with the post. |

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| **Review**  This job description will be reviewed regularly and may be subject to amendment and modification, following consultation with the post-holder. It is not a comprehensive statement of procedures and tasks; however, it sets out the main expectations of the College in relation to the post-holder’s professional responsibilities and duties.  I confirm that I understand and agree with duties of this job description.  Signature:  Print name:  Date:  -----------------------------------------------------------------------------------------  Manager’s signature:  Print name:  Date: |

**PERSON SPECIFICATION**

**Teaching Assistant (Primary)**

Please find below a list of points that you will need to respond to in your supporting statement. This should detail your experience and knowledge on each point. The information you provide in your statement will be assessed against the relevant items on points below.

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| **No.** | **Education and/or Experience** | **Priority**  **1 or 2** | **Method of Assess-ment** |
| 1.  2.  3. | Attainment of English and Maths qualifications equivalent to GCSE grade A-C.  Experience of working with primary aged students with behavioural difficulties and learning needs on a one-to-one basis or in small groups.  Experience of running intervention groups (number box, 5-minute box, ELSA). | 1  1  2 | A  A, I  A |
| 4.  5.  6.  7. | **Skills and Abilities**  Be able to work calmly under pressure with the ability to adapt quickly and effectively to changing circumstances/situations.  Have a creative approach to problem solving and use this to inspire and motivate students.  Have excellent communication skills in order to build rapport with children, colleagues, parents and outside agencies both verbally and in writing.  The ability to record and assess pupils’ progress and performance and write reports on student development. | 1  1  1  2 | A, I  A, I  I, T  I, T |
| 8.  9. | **Knowledge**  Good understanding of child development with the ability to apply behaviour management policies and strategies which contribute to a purposeful learning environment.  Understanding of Windows software for demonstrating in the classroom and for administration purposes. | 1  2 | A, I  A, I |
| 10.  11. | **Special Considerations**  Willing to undertake an Enhanced DBS check  Hold a current driving licence with own transport. | 1  2 | A  A |

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| **Criteria marked Priority 1 are ones which applicant must have to be appointed.**  **Priority 2 criteria are also essential, but may be learned or developed further after appointment. We normally shortlist using Priority 1 criteria.**  **Methods of assessment. A – Application Form. I – Interview. T – Test.** |