



## **Job Title: Specialist Teaching Assistant (Primary Schools)**

**Grade: H9**

### **1. Job purpose**

Under the general direction of the class teacher and/or SENCO, to engage in a prescribed range of activities to support the educational and developmental needs of pupils, to assist teachers in the management and maintenance of classroom resources and to contribute to the supervision and welfare of pupils throughout the school.

### **2. Main duties**

The particular duties of the TA will be determined by the classteacher and/or SENCO and will be arranged to meet the needs of the particular school and/or pupil(s) being supported. This may include working with pupils with a statement of special educational needs. Activities may be undertaken within the classroom or in an alternative location.

- a) To engage in learning activities with individual pupils or groups of pupils to reinforce and extend appropriate aspects of teacher input.
- b) To assist the classteacher with the implementation of the national strategies including literacy and numeracy by participating in prescribed activities.
- c) To supervise whole class groups on an occasional basis where this is appropriate to cover the short term absence of a teacher and where the school has established relevant support and referral arrangements.
- d) To assist pupils with the proper and effective use of teaching materials, aids and resources, including the use of ICT applications.
- e) To contribute to the planning and evaluation of teaching activities and the monitoring of pupil progress in liaison with the classteacher.
- f) To contribute to the production and preparation of teaching and display materials, including the preparation and/or modification of teaching materials to meet the needs of individual pupils or groups of pupils.
- g) To understand and respond positively to the physical, emotional and/or behavioural needs of pupils and to encourage participation and independence.
- h) To support designated pupils with special needs through delivery of appropriate aspects of the EHCP or Pupil Passport, and to participate in reviews, as required.
- i) To attend to pupils' personal needs, including social and health training, hygiene and basic first aid (this may include administration of medicines by agreement and subject to any appropriate training being provided).



- j) To contribute to effective team practice by attending and participating as appropriate, in staff meetings and in-service training. To contribute to the support provided to less experienced Teaching Assistants, parent helpers and students on work experience placements.
- k) To contribute to the supervisory arrangements for pupils during breaktimes and on out-of-school activities.
- l) To promote and reinforce school policies, practices and procedures, including an understanding of child protection and health and safety responsibilities.
- m) The postholder will also be expected to act as an adult role model and support school policies when dealing with pupils or visitors to the school.

### **3. Dimensions**

The Specialist Teaching Assistant will not have direct budgetary or staff supervisory responsibility, although some support will be given to Teaching Assistants.

### **4. Job context**

Teaching Assistants make a significant contribution to the education and well-being of pupils. Most schools will have several Teaching Assistants who will work with groups of pupils and/or support individual pupils with special educational needs. Specialist Teaching Assistants will be expected to make a higher level of contribution, reflecting qualifications and/or experience.

The postholder will be expected to act as an adult role model.

The postholder has a responsibility to promote and safeguard the safety and welfare of pupils and students in accordance with School policies and procedures and any associated guidance.

### **5. Supervision**

General direction and work expectations will be provided by the relevant teacher.

The Teaching Assistant will be expected to be capable of working independently with individual pupils or groups of pupils either within the classroom or at some other location.

### **6. Problems and decisions**

The postholder must exercise responsibility for the welfare and safety of pupils at all times, intervening where necessary to ensure safe and proper conduct.

When working with groups or individuals, the TA may regulate pupil tasks within the framework established by the relevant teacher, making modifications to timing and content to reflect progress made etc.

The TA may exercise delegated discretion over rewards/sanctions in appropriate cases.

Appropriate resources or modifications to classroom materials may be produced in liaison with the relevant teacher.



## **7. Contacts**

Daily involvement with teaching staff, other support staff and pupils of the school. Special needs work will normally involve occasional contact with LA staff, including psychologists or other specialists.

Contact with parents and other school visitors, including students on work placements.

## **8. Knowledge, experience and training**

A good standard of general education, to include literacy and numeracy skills equivalent to NVQ2 in English and Maths.

Good interpersonal skills with both adults and children.

NVQ 3 for Teaching Assistants or other relevant qualification with at least one year's practical experience of working with children, or;

A minimum of 3 years previous experience of working with children in an educational context with evidence of relevant training in the appropriate age range or curriculum/learning area.

Ability to use ICT effectively to support pupils' learning.

Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies.

Must be willing to undertake further professional development.

Examples of other relevant experience or training may be specified to meet the particular needs of the post.

## **9. Physical effort**

Occasional lifting may be required to move equipment and resources but is not a significant factor.

## **10. Working environment**

Most activities will be undertaken within school premises. The postholder may exceptionally be required to attend to pupils who have sickness or toileting problems. Some anti-social behaviour by pupils may be experienced.

## **11. Equipment**

Use of computer and other audio visual aids to support teaching and learning activities.

## **12. General**

This job description sets out the main duties of the post and does not describe in detail all tasks required to carry them out.

## **13. Special notes or conditions**

All employees are under a legal obligation not to use or disclose any personal information that comes into their possession in the course of their duties in any unauthorised manner.



The post holder must comply with the policies and procedures of the school.

The suitability of the post-holder to work with pupils and students will form part of the selection process.

Any job offer made will be subject to certain pre-employment checks being satisfactory including an enhanced Disclosure and Barring check (for the children's workforce), a Children's Barred List check, two references, health, identity, the right to work, a Prohibition Check (for teachers), qualifications (as appropriate), overseas' checks as appropriate and a Section 128 check (for those on the Senior Leadership Team).

The job description is not intended to be an exhaustive list of duties. There is an expectation that the post holder will carry out such duties that reasonably fall within the general nature and the level of responsibility of the post.

In some settings a 'Disqualification' check may need to be undertaken (if applicable). Please refer to the link below for more information:

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[Disqualification under the childcare act statguidance 4 .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741597/APPENDICES-Disqualification_under_the_childcare_act_statguidance_4_.pdf)

The postholder will be expected to comply with School policies, procedures and any associated guidance.

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