

**Victoria Park Primary School
Teaching Assistant
Job description**

Job title	Fixed Term Teaching Assistant
Location	Victoria Park Primary School
Salary	SCP 15-18: £24,790 - £25,584, pro rata
Role Summary	The school is looking to recruit a Learning Support Assistant to work with children of a range of ages throughout the school day. You will also be expected to support pupils over their lunch break (12 to 1pm).
Working pattern	The position is 32.5 hours a week from 8:30am until 3:30pm, term time only + INSET days and 30 minutes for lunch.
Duties	<p>Purpose of the job:</p> <ul style="list-style-type: none"> • To make a strong contribution to pupil's learning and achievement. • To complement the professional work of teaching staff by taking responsibility for designated learning activities with children and young people under an agreed system of supervision in addition to supporting teacher led activities. This may involve taking a lead responsibility for the delivery of defined learning activities. • To work effectively with individual pupils, small groups and whole classes. • To work collaboratively with teaching staff and assist teachers in the whole planning cycle and the management/preparation of resources. <p>Main Responsibilities & Duties:</p> <p>Planning:</p> <ul style="list-style-type: none"> • To plan and prepare lessons with teachers, participating in all stages of the planning cycle. • To develop and prepare resources for learning activities that matches the diversity of pupils' needs and interests. • To effectively contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures. • To provide the relevant teacher(s) with appropriate feedback and reports on pupil achievement, progress and development.

Teaching and Learning:

- To make a significant contribution to the planning and preparation of learning activities for specified areas of responsibility.
- To ensure structured teaching and learning activities are used, which interest and motivate pupils in their learning.
- To promote the inclusion and acceptance of all children and young people within the classroom. This may include providing specific support to children and young people with special educational needs and contributing to the implementation and review of Individual Education Plans (IEPs).
- To ensure behaviour management strategies are used in line with the school's policy and procedures, which contribute to a purposeful learning environment.
- To promote and reinforce children's self-esteem and employ strategies to recognise and reward achievement.
- To work in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.
- To use ICT effectively to support learning activities and to develop children and young people's competence and independence in its use.
- To provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour.
- To support the role of parents in pupils' learning and contribute to meeting with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

Monitoring and Assessment:

- To work alongside teachers to evaluate pupils' progress through a range of assessment activities.
- To assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
- To monitor pupils' participation and progress and provide constructive feedback to pupils.
- To assist in maintaining and analysing records of pupils' progress.
- To contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to provision.
- To support the teaching staff with reporting pupils' progress and achievements at parents meetings.

Mentoring, Supervision and Development:

- To offer support and guidance for older pupils from secondary schools undertaking work experience.

- To contribute to the overall ethos, work, aims of Victoria Park Primary School by attending and contributing to the development of policies and procedures within the school.

Behaviour and Pastoral:

- To recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual(s) involved understand it is unacceptable.
- To understand and implement school child protection procedures and comply with legal responsibilities.
- To assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.
- To provide support and assistance for children's pastoral needs, for example, caring for sick, injured or distressed children.
- To provide physical support when necessary and maintain personal equipment used by the children at the school. Administer medication as agreed.
- To foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school links.

Other:

- To have professional regard for the ethos, policies and procedures of the school, and to maintain high standards in one's own attendance, punctuality and performance;
- To perform any reasonable duties as requested by the Head Teacher.
- To work within and encourage the school's Equal Opportunities Policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.
- To promote the safeguarding of children
- To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- To use information technology systems as required to carry out the duties of the post in the most efficient effective manner.

This job description sets out the key outcomes required. It does not specify in detail the activities required to achieve these outcomes.

General Accountability

- A So far as reasonably practicable, the post holder must promote safe working practices to maintain a safe working environment for employees

	<p>and service users. These are defined in the Health, Safety and Welfare policy and codes of practice.</p> <p>B Work in compliance with the Employment Manual, Codes of Conduct, Regulations and policies of the Cathedral Schools Trust, and its commitment to equal opportunities.</p> <p>C Ensure that output and quality of work is of a high standard and complies with current legislation/standards.</p>
<p>Skills / Experience / Qualifications</p>	<p>You will need to be creative, resilient, have a good understanding of how children learn and be able to form excellent relationships with pupils, parents and colleagues. You will be patient, flexible and resourceful, and able to support the school's ethos. You will need to communicate well and work with other teachers and TAs in the team to support this pupil.</p>
<p>Reporting to</p>	<p>Class Teacher</p>
<p>Safeguarding</p>	<p><i>We are committed to safeguarding and promoting the welfare of children, young people and adults and expect all staff and volunteers to share this commitment. All posts at Cathedral Schools Trust are subject to pre-employment checks including, but not limited to, initial and periodic enhanced level checks with the Disclosure and Barring Service.</i></p>

Notes:

The duties outlined in this job description may be modified by The Principal, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

This document does not form part of your contract of employment with the school.

Cathedral Schools Trust recognises the strength in diversity. Our schools have a wide range of cultural, socio economic and religious influences and we use this to ensure that we broaden our understanding of each other and the world. We welcome applications from people of all backgrounds, but particularly welcome those from BAME backgrounds, as we recognise that our staff team does not currently reflect the diversity of our student body. As part of our commitment to equal opportunities, we ask that all applications are made using our application form and are accompanied by an equal opportunities form. The equal opportunities form is anonymous and is not shared with the shortlisting panel.