

12	To liaise closely with appropriate staff in relation to safeguarding, behaviour and wellbeing issues.
13	To cover classes as directed to cover PPA time effectively.
14	Maintain first aid currency, undertaking all necessary training.
Support for Teachers	
14	Creates and maintains a purposeful, orderly and supportive environment.
15	Develops displays within and outside the classroom.
16	Assists with the planning of learning activities and when covering for PPA plans own learning activities.
17	Marks pupils' responses to learning activities and uses the school's tracking data to complete records.
18	Analyses the impact of strategies and initiatives and, in consultation with the teacher, adapts them accordingly.
19	Provides detailed and regular feedback to teachers on pupils' attainment, progress, behaviour and attitudes to learning.
20	Contributes to planning and evaluation of learning and records pupils' progress to be fed back to the teacher.
21	Encourages pupils to develop as independent learners with a thirst for learning.
22	Promotes good pupil behaviour, dealing promptly with conflict and incidents in line with School procedures and encourage pupils to take responsibility for their own behaviour.
Support for the curriculum	
23	Undertakes structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses, including 1:1 and group reading, writing, spelling and numeracy interventions as directed, also during after school classes.
24	Delivers bespoke intervention and enrichment programmes to own intervention groups and individuals identified by the teacher and feeds back progress to the teacher.
25	Supports the use of ICT in learning activities and develop pupils' competence and independence in its use.
26	Prepares, maintains and use equipment/resources required to meet the lesson plans/relevant learning activity and assists pupils in their use.
Support for the school	
27	Awareness of and complies with all school policies and procedures, including those relating to child protection, safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
28	Awareness of the diverse needs of pupils to ensure equal access to opportunities to learn and develop.
29	Supports and challenges high levels of attendance and punctuality.
30	Attends training events and / or planning meetings including the participation in performance development as required.
31	Contributes to the overall ethos/work/aims of the school.
32	Appreciates and supports the role of other professionals.
33	Undertakes the supervision of pupils out of lesson times, including before and after school, at lunch times and at break times.
34	Leads out of school learning activities.
35	Accompanies teaching staff and pupils on visits and out of school activities as required and takes responsibility for a group under the supervision of the teacher.
36	Participates in discussions with parents/carers under the general direction of a teacher.

EYFS specific section for EYFS appointments, in addition to the above:	
37	Maintain paediatric first aid currency, undertaking all necessary training.
38	Maintain records of administered medicine and administer appropriate medication in accordance with the school's policy and as authorised by parents/carers, if directed to undertake this responsibility.
39	Maintain and follow all EYFS statutory guidance and school EYFS policies, being instrumental in their updating and development.
40	Be involved fully in parental engagement and in activities such as parents as partners, planning relevant activities where needed.
41	Ensure planning, observations and profiles are completed to the school's expected standard at all times.
42	Attend all EYFS planning and team meetings as directed.
43	Be responsible for maintaining the tidiness and health and safety requirements of the EYFS unit (both indoor and outdoor), decluttering and maintaining child friendly spaces at all times.
<p>The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on the schools, as your employer and you as an employee of the school. In addition to the employers overall duties, the post holder has personal responsibility for their own health and safety and that of other employees; additional and more specific responsibilities are identified in the schools Health and Safety policy.</p>	
<p>GENERAL: The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The post-holder must be flexible to ensure the operational needs of the school are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the School and before and after the school day.</p>	

DIMENSIONS:
<p>1. Responsibility for Staff: None.</p> <p>2. Responsibility for Stakeholders/Clients: Under the direction of the teacher responsibility for an identified group of pupils.</p> <p>3. Responsibility for Budgets: None.</p> <p>4. Responsibility for Physical Resources: Safe use, moving and storage of all equipment used in the course of the role.</p>

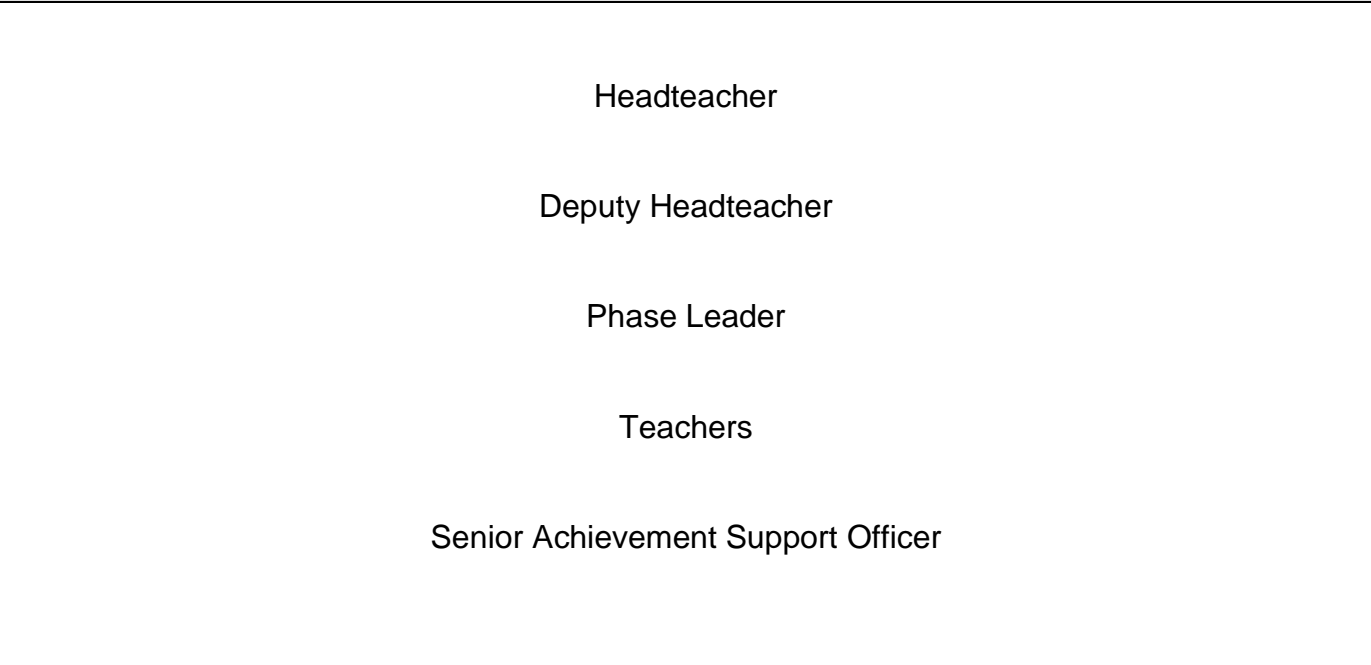
WORKING RELATIONSHIPS:

- 1. Within Service Area/Section:**
Responsible for pupils in their daily care, colleagues within the school, parents and governors.

- 2. With Any Other Areas (where applicable)**
Educational support staff and educational support services.
Other schools and educational establishments.

- 3. With External Bodies to the School**
Responsible for engaging in training.
Public Services.
Community Representatives.
Local Authority.

ORGANISATION CHART:



	Tick relevant level for each category					Supporting Information (if applicable)
	Not applicable	Low	Moderate	High	Very High	
PHYSICAL DEMANDS: Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).		√				
WORKING CONDITIONS: Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).		√				
EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day to day office environment.			√			Occasional rudeness and confrontational behaviour from pupils and very rarely, parents

PERSON SPECIFICATION		Tick relevant column		List code/s*
The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. <i>*Codes: AF= Application Form, I = Interview, EOI = Expression of Interest Form, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation</i>		Essential	Desirable	How identified
1.	Qualifications:			
1.1	GCSE English and maths Grade A-C (or equivalent – eg Certificate in Adult Literacy / Numeracy Level 2)	√		AF/EOI
1.2	NVQ Level 4 Teaching Assistant Qualification		√	AF/EOI
1.3	Safeguarding Level 1		√	AF/EOI
1.5	Bespoke training relevant to role, including First Aid, Speech and Language, TOTT		√	AF/EOI
2.	Relevant Experience:			
2.1	Experience of working with or caring for children of relevant age	√		AF/EOI
2.2	Assisting teachers in accurately assessing the performance of pupils and providing appropriate feedback to the teacher		√	R/I
2.3	Experience of assisting in the maintenance of pupils' records		√	R/I
2.4	Involvement in teaching of phonics in whole class and small group activities		√	AF/EOI
2.5	Effective use of ICT to support teaching and learning	√		R/I

PERSON SPECIFICATION		Tick relevant column		List code/s*
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		2.6	Led out of school learning / activities	
2.7	Delivered intervention with positive measurable impact	√		R/I
2.8	[For EYFS only] Experience of positive parent/partner links, ECAT, of being a host setting, policy writing and working alongside multi-agency teams		√	R/I
2.9	[For EYFS only] Experience of mentoring and coaching other practitioners		√	R/I
3.	Skills (including thinking challenge/mental demands):			
3.1	Ability to be flexible to adapt to changing workload demands and new school challenges	√		R/I
3.2	Motivation to work with children and young people	√		R/I
3.3	Competent ICT skills	√		R/I
3.4	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	√		R/I
3.5	[For EYFS only] Training in relevant strategies, eg bi-lingual, sign language, dyslexia, CACHE	√		R/I
3.6	[For EYFS only] Planning through observation		√	R/I
3.7	Ability to work independently with groups of pupils or individuals	√		R/I
4.	Knowledge:			
4.1	Understanding of child development and how children learn	√		R/I
4.2	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	√		R/I
4.3	Understanding of National Curriculum and other codes of practice eg SEN, Equalities	√		R/I
4.4	Sound knowledge of phonics and guided reading within school in order to raise attainment in reading	√		R/I
4.5	Working knowledge of ICT including use of Ipads, Microsoft Office and email	√		R/I
4.6	Knowledge of Health and Safety requirements	√		I
4.7	[For EYFS only] Full working knowledge of EYFS framework, ages and stages, policies, statutory guidance and legislation	√		R/I
4.8	[For EYFS only] A sound knowledge of observations and how to use them to assess children's progress	√		R/I
5.	Interpersonal/Communication Skills:			
	Verbal Skills			
5.1	Relates well to children by recognising age / stage of development and individual needs	√		R/I
5.2	Ability to interact well using courtesy, tact and diplomacy and negotiation skills	√		R/I
5.3	Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people	√		R/I

PERSON SPECIFICATION		Tick relevant column		List code/s*
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5.4	Speaks clearly and accurately using grammatically correct spoken English	√		R/I
5.5	Ability to work constructively and proactively as part of a team, understands classroom roles and working within this position as part of a team	√		R/I
5.6	Effective communication skills to model good practice for pupils and stakeholders	√		R/I
5.7	Ability to self-evaluate learning needs and to actively seek learning opportunities	√		R/I

Written Skills				
	Highly competent written skills, including spelling and grammar , including use of ICT	√		AF/EOI

The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.

6	Additional Requirements:			
6.1	Maintains high levels of confidentiality at all times	√		R/I
6.2	Makes a commitment to the wider life of the school	√		R/I
6.3	Ability to present a smart professional image in line with the Dress Code of the school	√		R/I
6.4	Engage in additional training and development including being proactive in identifying own development needs	√		AF/EOI
6.5	Self-motivation and personal drive to complete tasks to the required time scales and quality standards	√		AF/EOI
6.6	Strives for excellence and ways to improve their own performance and the performance of the school	√		AF/EOI
Disclosure of Criminal Record:				
	The successful candidate's appointment will be subject to the School obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service (if ticked as an essential requirement).	√		DBS Disclosure
	If the post-holder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	√		AF/EOI (After short listing)
	If the post-holder does not require a DBS disclosure the candidate is required to declare unspent convictions only.		N/A	AF/EOI (After short listing)