

Job Description

Post Title: Support Assistant

Contract: Term Time Only, Fixed term until July 2025

Line Manager: Headteacher

Pay Range/Grade: Band 5, SCP4 – SCP6

Location: Baildon Glen Primary School

Hours of work: 18.75 hours per week

Purpose of the Role:

The primary role of the teaching assistant is to support teachers in raising the learning and attainment of pupils while also promoting their independence, self-esteem, and social inclusion. This role involves assisting with the preparation of teaching materials, assisting classroom management and helping to create a positive learning environment.

Supervision and Guidance:

- To work under the instruction and guidance of teaching and senior staff.

Supervisory Responsibilities:

- Assisting as a member of the classroom team in the supervision of students on work experience, trainees and voluntary helpers with whom the post holder is working with.

Decision Making:

To make decisions using initiative within established working practices and procedures. The post holder will be expected to use good common sense and initiative in all matters relating to:

- the conduct and behaviour of individuals, groups of pupils and whole classes
- the correct use and care of materials by individual and small groups of pupils
- the safety, mobility (if required) and hygiene and wellbeing of the pupils.

Key Responsibilities:

Support for Pupils:

- Monitor and track student progress and achievement, providing feedback to the lead teacher.

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- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes in order to promote pupil learning.
- Foster positive relationships with students, encouraging participation and active learning.
- Promote the inclusion and acceptance of all pupils.
- Supervise and provide specific support for pupils, ensuring their safety, and access to learning activities and progress.

Support for the Teacher:

- Assist in preparing lesson materials, setting up equipment, and organising resources.
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work.
- Monitor pupils responses to learning activities and accurately record achievement/progress as directed.
- Help manage classroom behaviour, ensuring a safe and conducive learning environment.
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Provide clerical/admin support e.g. photocopying, typing, filing, money, administer coursework etc.

Support for the School:

- 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 an appropriate person.
- 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.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required.

Support for the Curriculum:

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, Early years, recording achievement and progress and feeding back to the teacher.
- 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.

Working in Partnerships with Parents/carers and external agencies:

- Internal contact with staff at all levels across the school and Trust, Parents/Carers, Governors, Community Groups, Social Services, Police, Local Education Authority, Contractors and External Agencies.

Maintaining Professional Competencies:

- To operate within agreed legal, ethical and professional boundaries when working with children and young people and those involved with them.
- Ensure high level of professional competences by attending regular training, undertaking further qualifications and self-study.

Safeguarding and Compliance:

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.
- Safeguarding the welfare of pupils and reporting any concerns to the Deputy Headteachers and/or Headteacher.
- To be aware of the school's duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times.
- Promote the safeguarding of all pupils in the school.

Management of Resources:

- To maintain the confidential nature of information relating to the school, its pupils, parents and carers.
- The provision, use and storage of equipment and materials used by pupils with whom the post holder is working. General responsibility for the care of all equipment and materials within the classroom/designated area of the school.

Intermediate Threshold Fluency Duty Required:

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

This job description should be seen as enabling rather than restrictive and will be subject to regular review.



Person Specification

Area of specification	Essential/ Desirable	Method of Assessment
<p>QUALIFICATIONS</p> <ul style="list-style-type: none"> • GCSE English and Maths C or equivalent e.g. Adult Literacy/Numeracy at level 2 • Qualifications relating to post eg health, children, practical skills, first aid. 	<p>E</p> <p>D</p>	<p>Application and interview</p>
<p>EXPERIENCE</p> <ul style="list-style-type: none"> • Provide evidence of having previously spoken fluently to customers at an Advanced Threshold Level. • Clerical / administrative experience. • General technical / resource experience. • Working with or caring for children of relevant age or relevant experience eg voluntary organisation, parental caring responsibility. • Experience of working in a team situation. 	<p>E</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p>	<p>Application and interview</p>
<p>KNOWLEDGE/SKILLS/ABILITIES (Core competencies)</p> <ul style="list-style-type: none"> • Understanding of child development and learning. • Be able to motivate and inspire children, staff, parents and Governors • Have the ability to work effectively as part of a team • Ability to demonstrate behaviour management skills • Ability to use relevant technology • Good numeracy and literacy skills • In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Advanced Threshold Level. • Willingness to participate in development and training opportunities. • Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties • Willing to undertake Minibus training and to drive the school minibus for Educational Visits/Extra Curricular activities • An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p>	<p>Application and interview</p>



<p>PERSONAL QUALITIES</p> <ul style="list-style-type: none"> • Be committed to raising standards • Be someone who can create an atmosphere in which children can thrive and succeed • Have excellent interpersonal skills • Effective communication and organisation skills • Ability to manage workloads and work calmly under pressure 	<p>E E E E E</p>	<p>Application and interview</p>
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This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

Signature of post holder _____ **Date** / /

Signature of Chief Executive Officer _____ **Date** / /

