

# King Athelstan Primary School

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Headteacher: Emily Newton

## Job Description

### TEACHING ASSISTANT

<b>RESPONSIBLE TO</b>	HEADTEACHER, DEPUTY HEADTEACHER, ASSISTANT HEADTEACHER & CLASS TEACHERS
<b>EMPLOYMENT DUTIES</b>	This job description is to be performed having due regard to the school's aims, ethos and policies. The performance of these duties is under the reasonable direction of the Headteacher and will be subject to specified monitoring and evaluation procedures.
<b>JOB PURPOSE</b>	To provide support for pupils, teachers and the wider school community in order to raise standards of achievement for all by: delivering high quality provision to support the needs of the pupils, under the direction of class teachers and/or Inclusion leads; encouraging pupils to become independent learners; providing support for pupils' welfare and ensure their inclusion in all aspects of school life.
<b>MAIN RESPONSIBILITIES</b>	<ol style="list-style-type: none"><li>1. To work as part of the staff team at the direction of the Headteacher, Deputy Headteacher, Assistant Head teacher (Inclusion), Inclusion Leaders and class teachers to support learning and teaching provision and pupils' learning.</li><li>2. To support the ethos and vision of the school through general conduct as well as supporting and contributing to whole school policy and practice.</li><li>3. Under the guidance of class teachers, to work with individuals and groups of pupils with a wide range of needs and abilities, in and out of class, to help them to achieve learning targets and make expected or better than expected progress. This is likely to primarily involve supporting pupils with SEND, including those with EHCPs and may also include supervising and supporting the majority of the class with an activity to enable the teacher to work with a particular group or individual.</li><li>4. Contribute to the Assess, Plan, Do, Review cycle for pupils you support.</li><li>5. To support the assessment of pupils during class lessons and when working with individuals and groups of pupils. This may include providing verbal or written feedback, including marking of work where appropriate, to the children you support, under the supervision of their class teacher.</li><li>6. At the direction of the class teacher, provide administrative support to help to organise exciting and purposeful classroom activities and prepare resources, including creating or sourcing individualised resources to support pupils with SEND.</li><li>7. Under the guidance of class teachers and the Inclusion Team, to provide additional support for pupils through delivery of Wave 2 or Wave 3 intervention</li></ol>

strategies, including Read Write Inc, and contribute to evaluating the effectiveness of this provision.

8. Under the guidance of class teachers and the Inclusion Team, provide targeted support for children with SEN. This will include understanding and implementing aspects of their SEND Support Plan (and EHCP where applicable).
9. To provide support for and scaffold pupils' emotional and social development by encouraging and modelling positive behaviour and dealing with disruption as agreed in the school's behaviour policy, taking into account the individual needs of the child(ren).
10. To help foster and encourage the social and moral development of the children during break and lunchtimes by initiating, facilitating and participating in games and activities.
11. Encourage and facilitate pupil engagement, both academically and socially, by: establishing constructive and respectful relationships and modifying interactions according to individual needs; promoting self-esteem and independence and encouraging them to take responsibility for their actions.
12. To ensure the physical welfare of pupils and assist pupils with their physical needs as appropriate.
13. To communicate and liaise with other members of the school staff in order to ensure the most effective provision for pupils' academic, emotional and social development.
14. To liaise with relevant professionals from outside agencies, where appropriate, and maintain a record of any visits and/or recommendations. This may include attending meetings and/or training, sharing the acquired knowledge/skills with colleagues and implementing the professional advice with support from the class teacher and Inclusion Team.
15. Ensure the safety of all children by contributing to supervision in the classrooms, corridors, playground and hall, as directed, including managing accidents and seeking the support of the appointed First Aider where appropriate. Be prepared to train as a First Aider if required.
16. To support the smooth running of lunchtimes by ensuring that the hall is set up and tidied away efficiently and assisting pupils whilst eating including: encouraging them to finish their meal, helping younger children cut up food, wiping away spillages, distributing water and assisting in any other way that may be necessary.
17. To attend educational visits and opportunities with the pupils in accordance with school policies and safety guidelines, providing assistance with pupils' care and welfare and with the learning activities undertaken.
18. To support the creation of an attractive, motivating and informative learning environment in the classroom and designated areas around the school. To support with the organisation of resource areas across the school.
19. To encourage parent/carer involvement and co-operation in school and liaise, where appropriate and in conjunction with the class teacher, with the parents/carers of children you support. To contribute to school functions and events where possible, developing strong and lasting relationships.

20. To carry out any of the tasks identified in the workforce remodelling guidance as directed by the Headteacher.

21. To undertake any other duties as the Headteacher may reasonably direct.

## **PERSONAL**

### **RESPONSIBILITIES**

In addition to the main responsibilities the post holder will also:

1. Be aware of, and follow, all key school plans, policies and procedures, in particular Health and Safety and Child Protection procedures.
2. Be aware of current school improvement priorities and actively promote the overall aims of the school with pupils and in working with colleagues and parent/carers.
3. Regularly review own work and practice and participate in the school's Development Dialogue appraisal process.
4. Within the contracted hours or, for additional remuneration or time in lieu outside of contracted hours by arrangement with the Headteacher, undertake professional development opportunities, including induction training in order to meet personal, school, local or national continuing professional development needs.
5. Within the contracted hours or, for additional remuneration or time of in lieu outside of contracted hours by arrangement with the Headteacher, attend staff meetings and training days as required.
6. Promote inclusion and equality of opportunity by being aware of the learning, physical and emotional needs of the pupils.
7. Set high expectations for learning and behaviour.
8. To act in a professional manner at all times, respecting the confidentiality of pupil information, responding sensitively to pupils' needs.
9. Demonstrate appropriate behaviour and dress code to ensure a professional appearance to parents/carers and pupils.

### **REVIEW**

This job description is subject to annual review and may be amended by the Headteacher in discussion with the post holder in the light of changes to King Athelstan Primary School or to provide appropriate development opportunities or the addition of any other duties.

This job description was last reviewed **May 2019**