

PAINSLEY CATHOLIC COLLEGE

Post Title	Grade	Date
Teaching Assistant	Grade 2- Spinal Point 2	April 2018

Statement of Purpose

To work under the direct instruction of teaching staff, usually in the classroom with the teacher. Provide general support to the teacher in the care of pupils and management of the classroom. Work may be carried out in the classroom or outside the main teaching area. Assist teachers in the following:

Support to Teacher

- Provide structured support in accordance with specific work programmes designed and supervised by individual teachers.
- Support the SENDco and teaching staff in the development and implementation of Individual Support Plans and Learning Passports.
- Assist in maintaining classroom discipline through the implementation of the school's behaviour management strategies.
- Provide support to pupils to achieve learning goals, e.g. precision teaching, comprehension intervention support.
- Assist the teacher in monitoring pupils' responses to learning activities and accurately record achievement/progress as directed.
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Undertake appropriate basic admin tasks.
- Work with small groups/individuals as guided by the teacher to deliver aspects of lessons/schemes of learning.
- Take a register and add appropriate awards and sanctions on SIMS if required.

Support to Pupils

- Accompany teaching staff and pupils on visits, trips and out of school activities as required.¹
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Assist children in matters of personal needs and their general health including first aid and welfare matters.
- Act as a link assistant to named SEND students to check on their welfare at least fortnightly.
- Provide general support to pupils ensuring their safety, by complying with good H&S practice.

Support to Curriculum

- Assist the teacher in the preparation, development and delivery of agreed curriculum activities/materials.
- To provide support in literacy/numeracy/SEND strategies.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.

¹ Every effort should be made to ensure support is within contractual hours

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Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- 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.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required.²
- Participate in training and other learning activities and performance development as required. (See footnote 1.)
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.

Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.

² Every effort should be made to ensure support is within contractual hours

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Person Specification
Teaching Assistant – General Level 2

Essential Criteria	Measured By
<p>Experience</p> <ul style="list-style-type: none"> Supporting children’s learning in a school. 	AF/I
<p>Qualifications/Training</p> <ul style="list-style-type: none"> Good numeracy/literacy skills – Grade C/4 in Maths & English essential. NVQ 2 for Teaching Assistants (or demonstrate equivalent knowledge skills and experience). First aid training as appropriate (e.g. emergency first aid course). Safeguarding training 	T AF/I
<p>Knowledge/Skills</p> <ul style="list-style-type: none"> Understanding of relevant policies/codes of practice. Good understanding of areas of learning, e.g. literacy, numeracy, science and SEND. Use of other equipment technology – ipad, photocopier. Well-developed interpersonal skills to be able to relate well to a wide range of people. Work constructively as part of a team whilst being able to demonstrate initiative. Good communication skills. Effective use of ICT to support learning. Willing to work towards NVQ Level 3 or recognised equivalent. 	AF/I /A

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Behavioural Attributes

- Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect.
- Open, honest and an active listener.
- Takes responsibility and accountability.
- Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service.
- Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations.
- Is committed to the provision and improvement of quality service provision.
- Is adaptable to change/embraces and welcomes change.
- Acts with pace and urgency being energetic, enthusiastic and decisive.
- Communicates effectively.
- Has the ability to learn from experiences and challenges.
- Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.

AF/I

AF - Application form A - Assessment I - Interview T - Test

Note 1:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and***
- ***Attitudes to use of authority and maintaining discipline.***