



Parson Cross CE Primary School

Job Description

Post title: Teaching Assistant

Salary/Grade: Grade 3

Responsible to: Line Manager SENDCO

Hours: [state weekly hours and term pattern here — e.g. 32.5 hours per week, term time + 5 INSET days]

DBS: Enhanced DBS check required

Contract type: 1year (in the first instance)

Safeguarding statement

Parson Cross CE Primary School is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are expected to share this commitment, follow the school's safeguarding policies and practice, and report any concerns immediately to the Designated Safeguarding Lead.

School context and purpose of the role

Parson Cross CE Primary serves a community with around 32% pupil premium and 17% SEND. Our vision — to help every pupil 'believe, achieve and celebrate' — underpins daily practice. The Teaching Assistant will work under the direction of classroom teachers and senior staff to remove barriers to learning through high-quality in-class support, promoting inclusion and independence so that every pupil can access the full curriculum.

Role overview

To work under the direct instruction of classroom teachers and senior staff to support pupils' learning, promote independence and positive behaviour, and contribute to the smooth running of the classroom and wider school activities. The postholder will support whole-class, small-group and individual work and contribute to inclusive practice for pupils with additional needs.

Key responsibilities and duties

Support for pupils

1. Provide targeted support to pupils (whole class, groups, 1:1) to enable access to the curriculum as directed by the teacher or SENCo.
2. Support pupils' social, emotional and physical needs; assist with routines that promote independence in line with school policy.
3. Build positive relationships with pupils; act as a role model and encourage resilience, confidence and independence.
4. Promote inclusion and ensure pupils are able to participate in learning and school life.
5. Encourage pupils to engage with peers and classroom activities; scaffold interactions where necessary.
6. Observe, record and report anything significant about a pupil's development, behaviour or well-being to the teacher or appropriate lead.



Support for teaching and learning

7. Work from lesson plans and materials prepared by the teacher; deliver planned activities and adapt resources within agreed parameters to meet pupils' needs.
8. Prepare and clear classroom resources and displays as directed; maintain a tidy, safe and stimulating learning environment.
9. Provide feedback to teachers about pupil progress, attainment and barriers to learning; contribute to reviews of interventions.
10. Support assessment processes by collecting evidence of pupil learning, recording progress and contributing to formative assessment tasks.
11. Support the management of pupil behaviour consistently in line with the school behaviour policy; contribute to restorative responses when appropriate.
12. Carry out basic administrative tasks to support classroom functioning (photocopying, resource preparation, simple data entry), ensuring confidentiality.

Support for curriculum and inclusion

13. Support delivery of local and national learning strategies (e.g., phonics, early years frameworks, maths mastery) as directed.
14. Support pupils to use ICT effectively for learning and to access online learning platforms when directed.
15. Assist in preparing, maintaining and using specialist equipment or resources for pupils with additional needs.
16. Where appropriate, implement elements of individual education, behaviour or care plans under direction, recording outcomes and escalating needs.

Support for the school

17. Work within and promote the school's Christian values and ethos (compassion, forgiveness, kindness) in all interactions.
18. Comply with, and promote, school policies and statutory guidance on safeguarding, confidentiality, health & safety and data protection; report concerns to the DSL without delay.
19. Participate in relevant meetings, training and performance development activities; engage in appraisal processes and contribute to setting personal development targets.
20. Supervise pupils during break/lunchtime and before/after school when required, following school routines and safeguarding procedures.
21. Accompany staff and pupils on educational visits, supporting supervision and learning as required.
22. Liaise, as directed, with parents/carers, other staff and external professionals to support pupil progress, keeping accurate records of communications.

Other

23. Undertake any other reasonable duties, appropriate to the grade, as requested by the Headteacher or line manager.
24. Promote equality of opportunity, respect for diversity and ensure inclusive practice in line with the school's equalities duties.

Person specification (essential / desirable)



Qualifications and training

- Good literacy and numeracy skills (essential).
- Completion of DfE Teaching Assistant Induction or willingness to complete (essential).
- Relevant childcare/education qualification (e.g. Level 2 or 3 TA qualification) (desirable).
- First aid training (desirable).

Experience and knowledge

- Experience working with children in an educational or childcare setting (essential).
- Basic knowledge of child development and barriers to learning (essential).
- Understanding of safeguarding responsibilities and associated procedures (essential).
- Awareness of phonics approaches and early years pedagogy (desirable).

Skills and attributes

- Excellent interpersonal skills and ability to build rapport with pupils, parents and staff.
- Calm, patient and resilient approach to behaviour management.
- Ability to follow instructions, work independently and as part of a team.
- Good organisational skills and the ability to manage competing tasks.
- Confidentiality, discretion and professional conduct at all times.

Professional development and performance

- Participate in performance development and school CPD; engage with feedback and coaching. Be proactive in identifying training needs related to the pupils you support (e.g., SEN strategies, phonics, attachment, SEMH).

Equality statement

Parson Cross CE Primary School is committed to equality of opportunity and welcomes applications from all sections of the community.