

Shawfield Primary School

Job Profile

Teaching Assistant

Hours of work for Teaching Assistant: 39 weeks; 32.5 hours per week, 8.30am to 3.30 pm, Monday to Friday.

The post is a permanent position.

This appointment will start 1st September 2025.

Term time staff are not allowed to take holidays during term time.

Job Title:	Teaching Assistant
Scale:	PS3 £23,576 FTE, pro-rated according to the number of hours and weeks worked.
Job Purpose:	<ul style="list-style-type: none">• Under the guidance of teachers, to support all teaching and learning to raise standards of achievement, delivering work, care or support programmes which enable access to learning for all pupils (including those with SEND), and to assist the teacher in the management of pupils and the classroom.• To complement the professional work of teachers by taking responsibility for learning activities and outcomes for individuals or groups, under an agreed system of supervision, supported by guidance from teaching staff.• To demonstrate sufficient knowledge and understanding to be able to support accelerated progress and contribute effectively and with confidence to the learning of individuals and groups.
Accountable to:	<p>For day to day work: Class teacher</p> <p>For SEND programmes where appropriate: SENDCo (Special Educational Needs Co-ordinator)</p> <p>For Performance Management: SENDCo/Headteacher</p>

<u>Key Accountabilities</u> Support Learning	<u>Key Tasks</u> To: <ul style="list-style-type: none">• Model high standards of spoken and written English to support pupils' learning, across subjects.• Provide particular support for pupils, including those with SEND, ensuring their safety and access to learning activities, reinforcing their learning and ensuring their understanding.• Use clearly structured teaching and learning activities to motivate pupils and advance their learning.
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	<ul style="list-style-type: none"> • Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes. • Assist with the pastoral care of pupils, including helping those who are sick, distressed, injured or unsettled. • Establish constructive relationships with pupils and interact with them according to their individual needs, acting as a role model. • Promote the inclusion and acceptance of all pupils. • Encourage pupils to interact with others and engage in activities led by the teacher. • Set high expectations and promote high self-esteem and independence. • Provide feedback to pupils in relation to progress and achievement, under guidance of the teacher.
Support teaching	<p>To:</p> <ul style="list-style-type: none"> • Assist the teacher in creating and maintaining a purposeful, orderly and supportive learning environment, assisting with the display of pupils' work. • Contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests, making or adapting resources as necessary to deliver learning activities. • Prepare the classroom for lessons, ensuring that all resources are in place and cleared away at the end of the session, as appropriate. • Under the guidance of the teacher, use specialist skills, training and experience to provide support for individuals and groups, in order to implement agreed learning activities, using initiative, where appropriate, to adjust and develop activities according to pupil responses/needs. • Understand the aims, content, teaching strategies and intended outcomes for the sessions in which they are involved and how these are related to the teaching programme. • Work with small groups of children and take responsibility for their learning and progress. • Take groups of pupils out of class, where appropriate, to lead on identified learning strategies e.g. Precision Teaching , Maths Focus Groups • Utilise advanced levels of knowledge and skill when assisting with the planning, monitoring and evaluation of learning activities. • Monitor and evaluate pupils' responses to learning activities, through a range of assessment and monitoring strategies, against pre-determined learning objectives, and accurately record achievement and progress, as directed. • Provide detailed, objective and regular feedback to teachers on pupils' achievement, progress, and other matters, ensuring availability of appropriate evidence. • Keep records and reports, as directed, and communicate any

	<p>suggested improvements which can be made to help pupils' development.</p> <ul style="list-style-type: none"> • Be proactive in promoting positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour. • Use the principles of restorative practice to support children's behaviour throughout the school. • Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils. • Provide clerical/admin support e.g. photocopying, record keeping and maintaining classroom stationery levels.
Support the School	<p>Under the overall direction and supervision of the class teacher/SENDCo :</p> <ul style="list-style-type: none"> • Be aware of and comply with all policies and procedures, including those relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. • Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop. • Contribute to the overall ethos, work and aims of the school. • Support constructive relationships with other agencies/professionals. • Attend and participate in relevant meetings, as required. • Participate in training, other learning activities and professional development, as required. • Assist with and take responsibility for the supervision of pupils out of lesson times, including break time, lunch time and before and after school. • Accompany teaching staff and take responsibility for pupils/groups of pupils on visits, trips and out of school activities, as required, under the supervision of the teacher. • Occasionally provide the role of Cover Supervisor, taking charge of a class for short periods of time. • Provide specialist guidance and supervision of/mentoring for other staff and assist in the training and development of staff, as appropriate.

Person Specification - Teaching Assistant

	Essential	Desirable
Personal Qualities & Skills	<ul style="list-style-type: none"> • Good level of written and spoken English • Numerate • Basic IT skills • Good organisational skills • Able to follow instructions, work with guidance but under limited supervision • Able to plan and prioritise tasks • Able to liaise and communicate effectively with others • Able to motivate pupils to learn • Able to explain tasks clearly and foster pupil's independence • Able to supervise children and follow policy for behaviour management • Able to maintain records • Able to maintain confidentiality • Able to make and maintain teaching resources, display work effectively and assist with the organisation of the teaching environment • Able to reflect on and develop professional practice • Excellent interpersonal skills • A positive approach • Adaptability to changing circumstances and new ideas • Motivation, enthusiasm and commitment • Good humour and patience 	

	<ul style="list-style-type: none"> • Commitment to the aims and ethos of Shawfield Primary School 	
Experience	<p>Experience of:</p> <ul style="list-style-type: none"> • working with young children in a school setting • working as part of a team • organising activities/experiences for children • working under the direction of a class teacher but also working independently and using initiative 	<p>Experience of:</p> <ul style="list-style-type: none"> • working with children in Key Stage 1 and 2 • working with children who have SEND • delivering Speech and Language / Occupational Therapy interventions • personal care skills, including an openness to supporting dressing and toileting needs
Knowledge	<ul style="list-style-type: none"> • Knowledge and understanding of the needs of young children • Child development and the ways in which young children learn • Behaviour management strategies • Equal opportunities • Safeguarding 	<ul style="list-style-type: none"> • Knowledge of SEND, in particular speech and language, early learning, social communication and self-care skills
Education & Training	<ul style="list-style-type: none"> • a good general education including GCSE English and Maths at Grade C (4) or above 	<ul style="list-style-type: none"> • Qualifications relevant to the role e.g. NYQ, Foundation Degree, NNEB etc