



St Mary's C of E Primary School Live Life, Love Learning, Guided By God

TEACHING AND LEARNING SUPPORT ASSISTANT - JOB DESCRIPTION

RELATIONSHIPS

- 1. RESPONSIBLE TO:** Headteacher; Deputy Headteacher; SENCO; Class Teacher.
- 2. SUPERVISORY RESPONSIBILITY:** None.
- 3. IMPORTANT INTERNAL RELATIONSHIPS:** Governors; all teaching and support staff at the school; pupils
- 4. IMPORTANT EXTERNAL RELATIONSHIPS:** Parents/carers; visitors to the school; representatives of St Mary's Church; members of the Advisory and Training services at AfC; Guildford Diocesan Board

MAIN PURPOSE OF JOB

- 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 SEN), 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.

MAIN RESPONSIBILITIES/ DUTIES OF JOB

Support for Pupils

- Model high standards of spoken and written English to support pupils' learning across subjects
- Provide particular support for pupils, including those with SEN, ensuring their safety, wellbeing 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
- Assist with the development and implementation of Individual Education Plans, Behaviour Support Plans and Personal Care programmes as appropriate
- 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 consistently positive role model
- Promote the inclusion, acceptance and participation 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, resilience and independence
- Provide feedback to pupils in relation to progress and achievement, under guidance of the teacher

Support for Teachers

- Assist the teacher in creating and maintaining a purposeful, orderly and supportive learning environment, assisting with the organisation 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 teaching sessions 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, interventions and catch up/extension groups, including handwriting, spelling and basic skills computer work, phonics sessions, comprehension groups, etc.
- Use a range of teaching strategies, under guidance from the teacher, to support pupils in achieving learning goals
- 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 predetermined learning objectives, accurately recording 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 suggested improvements to help pupils' development
- Be proactive in promoting the school's Christian values, positive attitudes and pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour
- Establish constructive relationships and liaise sensitively with parents/carers, in consultation with class teachers or line managers, and participate in feedback sessions/meetings with parents/carers, as directed
- 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, filing, entering data and maintaining classroom stationery levels
- Administer and mark routine tests, invigilate exams and undertake routine marking of pupils' work

Support for the Curriculum

- Deliver agreed school-based learning programmes and strategies in core and wider curriculum areas, recording achievement and progress and feeding back to the teacher • Support the effective use of ICT in learning activities and develop pupils' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to support each learning activity and assist pupils in their use

Support for the School

- 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, support and promote diversity, ensuring all pupils have equal access to opportunities to learn and develop
- Contribute to the overall Christian ethos, work and aims of the school • Support constructive relationships with other agencies/professionals • Attend and participate in relevant meetings, as required
- Participate fully in training opportunities, 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 as appropriate
- 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 up to two hours at a time, under the direction of the class teacher
- Provide specialist guidance and supervision of/mentoring for other staff and assist in the training and development of staff as appropriate