

JOB TITLE	Teaching Assistant
SCHOOL	Hill Farm Primary School
GRADE	Grade 3

Job Purpose

- To support the classroom teacher with their responsibility for the development and education process by providing care and supervision to children/young people, including those who have special physical, emotional and educational needs.
- To provide one to one support to identified pupils who require specialised support
- To promote high expectations and support pupil engagement with learning
- Support the classroom teacher with their responsibility for the development and education process.

Main Duties and Responsibilities

Under the direction and control of the classroom teacher or designated supervisor:

- Supervise and support the teaching activities of individuals or groups of children/young people to ensure their safety and facilitate in their physical and emotional development.
- Use appropriate skills to undertake those activities necessary to meet the physical and emotional needs of individuals and groups of children/young people, including those pupils with special educational, physical or emotional needs.
- Monitor individual pupil's progress, achievements, problems, condition and development needs reporting to the responsible teacher as appropriate.
- Use appropriate skills when actively engaged in pre-determined educational activities and work programmes to encourage the intellectual and social development of pupils.
- Assist the teacher in the development and implementation of Individual Education/Behaviour Plans and Personal Care Programmes for individuals and groups of children.
- Assist the teacher with the planning of learning activities in the classroom, preparing or modifying work for individuals or group of pupils as directed.
- Use strategies in liaison with the teacher, to support pupils to achieve learning goals.
- Establish constructive relationships with pupils providing feedback to them in relation to progress and achievement as directed.
- Prepare and maintain equipment and teaching resources for lessons and activities including the control of stock within the classroom.
- Undertake supervision and discipline of pupils within the procedures of the school/service providing detailed and regular feedback as appropriate.
- Lunchtime duties to promote play through the OPAL scheme.

- Promote pupil independence in learning, social and mobility skills, reinforcing the pupil's self-esteem through praise and encouragement, setting challenging and demanding expectations and promoting self-esteem and independence.
- Ensure that pupils are able to safely use equipment and materials provided.
- Provide support for local and national learning strategies e.g. Literacy, Numeracy, Early Years.
- Assist the teacher with the administration of assessments.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Prepare/clear classroom as directed before and after lessons, including the preparation of visual aids, and the display and presentation of pupil's work.
- Provide support to the classroom teacher by undertaking photocopying, filing, recording and collecting monies as directed
- Assist at an appropriate level, and within the school's protocols, with the provision of general care and welfare of pupils, which may include:
 - Assisting with the personal hygiene routines, e.g. toilet training, changing of incontinent children, dressing and undressing.
 - Changing soiled clothing and its disposal in an appropriate way.
 - Assisting with children's injuries and, where appropriately qualified, administering first aid.
 - Assisting with administering medicines, under the direction of the appropriate medical staff.
 - Assisting with the identification and monitoring of children's general health and welfare.
- To help establish a safe and secure environment that supports learning by:
 - Setting high expectations for children's behaviour and following the school's behaviour policy;
 - Building positive and productive relationships with children and staff;
 - Ensuring that the classroom environment is bright, stimulating, and orderly;
 - Organising resources to encourage children to become independent learners;
 - Assisting in the management of classroom routines and transitions to promote a smooth learning experience for all pupils.

General

1. Build and maintain successful relationships with pupils, whilst treating them with respect and consideration
2. Listen to and help learners resolve a range of issues that are creating barriers to learning
Assist with the implementation of programmes designed by other professionals such as educational psychologists and speech and language therapists.
3. Assist in liaising with other professional staff and reporting information from/to parents/carers, contributing to meetings to discuss a specific child's progress as appropriate.
4. Be aware of, and comply with, policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
5. Support and contribute to the overall ethos/work/aims of the school.
6. Assist with the supervision of pupils outside lesson times, including before and after school and during lunchtime.

7. Assist with group activities within and away from the classroom/school, such as PE, swimming, educational visits.
8. Participate in personal and professional development activities to meet the changing demands of the job, and encourage and support other staff in their development and training. Seeking opportunities for professional development to enhance skills and knowledge.
9. Attend and participate in relevant meetings as required.
10. Assist the teacher in supporting volunteer helpers or students in the classroom.
11. Any other duties and responsibilities within the range of the salary grade.

Hill Farm Primary School is committed to safeguarding, promoting the welfare of children and creating a culture of vigilance and expects all staff and volunteers to share this commitment and vigilance

Safeguarding

Staff are accountable for the way in which they exercise authority, manage risk, use resources and protect students, who they are responsible for or in contact with, from discrimination and avoidable harm. All staff, where paid or voluntary, have a duty to keep young people safe and to protect them from harm.

When an individual accepts a role that involves working with children and young people they need to understand and acknowledge that the responsibilities and trust are inherent to that role. There will be a requirement that staff observe their obligations in accordance with the Trust's safeguarding procedure and report any concerns in accordance with the procedure to the appropriate person.

Rehabilitation of Offenders Act 1974

This job is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant convictions cautions and reprimands being considered. Any convictions cautions or reprimands of relevance, obtained by the post holder after enhanced DBS clearance has been acquired, must be disclosed to the headteacher by the post holder. Failure by the post holder to do so, or the obtaining by the post holder of a relevant conviction caution or reprimand, may be managed in accordance with the Trust's disciplinary procedure.

Health and Safety

The post holder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in the Trust's Health and Safety Policy, and in any risk assessments relevant to the post holder's role or circumstances. Which must be observed.

Confidentiality and Data Protection

The post holder is expected to comply with the provisions of the Data Protection Act 2018. Any information they have access to, or are responsible for, must be managed appropriately and any requirements for confidentiality and security observed. Information must not be disclosed to any person or Authority, for example a parent or the Police, without observing the correct procedure for disclosure as set out in the Trust's Data Protection Policy.

Equality and Diversity

The Trust is committed to equality and values diversity. As such the Academy is committed to fulfilling its Equality Duty obligations, and expects all staff and volunteers to share this commitment. The Duty requires the Academy to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people they come into contact with, with dignity and respect, and are entitled to expect this in return

Training

The Trust has a shared responsibility with the post holder for identifying and satisfying training and development needs. The post holder is expected to actively contribute to their own continuous professional development, and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

This job description may subject to review and/ or amendment at any time to reflect the requirements of the job. Any amendments will be made in consultation with any existing post holder and will be commensurate with the grade for the job. The post holder is expected to comply with any reasonable management requests.

Copies of all relevant policies are available through the post holder's line manager and the Trust HR team.

Teaching Assistant Person Specification

Criteria		Essential	Desirable	How will this be assessed?
Qualifications	Good basic education to GCSE level in literacy and numeracy, or the equivalent	✓		A, I
	NVQ 3 for Teaching Assistants or equivalent qualifications and/or experience		✓	A, I
	Certificate or Diploma in Childcare and Education NNEB or equivalent		✓	A, I
Experience	Experience of working with children of relevant age or with specific special needs		✓	A, I, R
Knowledge and Understanding	Understanding of relevant codes of practice and legislation.	✓		A, I
	Knowledge and understanding of the needs of young children; child development and the ways in which children learn	✓		A, I
	Knowledge and understanding of the roles played by various adults in a child's education	✓		A, I
	Training in relevant teaching and learning strategies.		✓	A, I
	Knowledge of the National Curriculum structure		✓	A, I
	Knowledge of signs of safety framework, right help right time guidance and the early help assessment process		✓	A, I

	Teaching Assistant at Hill Farm will be able to:			
Skills and Abilities	<ul style="list-style-type: none"> • Assist children on an individual basis, but also work as a member of a team. • Explain tasks simply and clearly • Work with guidance, under limited supervision • Liaise and communicate effectively with others • Demonstrate good organisational skills • Get involved in professional development, and attend training • Display work effectively and make and maintain basic teaching resources. • Model acceptable behaviour. • Address misunderstandings and misconceptions in children's learning. • Encourage good social skills. • Suggest ways of developing learning. • Update assessments and IEPs • First Aid Trained or willing to undertake training 	✓		A, I, R

Criteria		Essential	Desirable	How will this be assessed?
Personal Characteristics	<ul style="list-style-type: none"> • Calmness • Confidentiality • Empathy • Enthusiasm • Flexibility • Initiative 	✓		A, I, R
	<ul style="list-style-type: none"> • Ability to identify gaps in own experience that they need help filling. • Ability to learn and adapt from past experience • Ability to use initiative 		✓	A, I

<p>Safeguarding</p>	<ul style="list-style-type: none"> • 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. 	<p>✓</p>		<p>A, I, R</p>
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