

Job Description

Post Title: Teaching Assistant

Contract: Permanent, Term-Time Only

Line Manager: Headteacher

Pay Range/Grade: Band 5, SCP4 – SCP6

Location: Knowleswood Primary School

Hours of work: 32.5 hours per week

Purpose of the Role:

The primary role of a Teaching Assistant is to work with teachers (including within specialist Resourced Provisions) to raise the learning and attainment of pupils while also promoting their independence, self-esteem and social inclusion. Teaching Assistants also provide support to pupils so they can access the curriculum, participate in learning and experience a sense of achievement.

Supervision and Guidance:

- To work under the instruction and guidance of teaching and senior staff.

Supervisory Responsibilities:

- Assisting as a member of the classroom team in the supervision of students on work experience, trainees and voluntary helpers with whom the post holder is working with.

Decision Making:

To make decisions using initiative within established working practices and procedures. The post holder will be expected to use good common sense and initiative in all matters relating to:

- the conduct and behaviour of individuals, groups of pupils and whole classes
- the correct use and care of materials by individual and small groups of pupils
- the safety, mobility (if required) and hygiene and wellbeing of the pupils.

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Key Responsibilities:

Support for Pupils:

- Supervise and support pupils ensuring their safety and access to learning, attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters.
- Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
- Encourage pupils to act independently, as appropriate.
- Promote, support and facilitate the inclusion of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher or other professionals.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to pupils in relation to their progress and achievement, under guidance of the teacher.
- Encourage pupils to act independently as appropriate.
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
- Assist with the development and implementation of Education Health and Care Plans (EHCPs), Individual Behaviour Plans (IBPs) and personal care programmes.

Support for the Teacher:

- Maintain a stimulating and safe environment as directed for lessons, organising resources and assisting with the display of pupils' work.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Be aware of pupils' learning needs /progress/achievements and report to the teacher as agreed.
- Provide detailed and regular feedback to teachers on pupil's achievement, progress, problems etc.
- Contribute to effective assessment by undertaking pupil record keeping as requested.
- Administer routine tests, invigilate exams and undertake routine marking of pupils' work, under guidance from the teacher .
- Use effective behaviour management strategies consistently in line with the school policies and procedures.
- Liaising effectively with class teachers to communicate effectively with parents/carers and other professionals.
- Establish constructive relationships with parents/carers, pupils and staff.
- Provide clerical/admin support.

Support for the School:

- Be aware of and comply with relevant statutory guidance, alongside school/Trust policies and procedures relating to safeguarding/child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in a timely manner.
- Be aware of and demonstrate positive attitudes, values and behaviours towards equality, ensuring all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals and the school community.
- Attend relevant meetings as required.

- Commit to improving own practice by participating in training and other learning activities related to continual professional development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- Accompany teaching staff and pupils on visits, trips and out of school activities, as required.
- To support, uphold and contribute to the development of Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.

Support for the Curriculum:

- Support pupils to understand instructions.
- Support pupils in accessing the curriculum by demonstrating a level of subject and curriculum knowledge relevant to their role.
- Support pupils in safely using basic ICT as directed.
- Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use.

Working in Partnerships with Parents/carers and external agencies:

- Internal contact with staff at all levels across the school and Trust, Parents/Carers, Governors, Community Groups, Social Services, Police, Local Education Authority, Contractors and External Agencies.

Maintaining Professional Competencies:

- To operate within agreed legal, ethical and professional boundaries when working with children and young people and those involved with them.
- Ensure high level of professional competences by attending regular training, undertaking further qualifications and self-study.

Safeguarding and Compliance:

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.
- Safeguarding the welfare of pupils and reporting any concerns to the Deputy Headteachers and/or Headteacher.
- To be aware of the school's duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times.
- Promote the safeguarding of all pupils in the school.

Management of Resources:

- To maintain the confidential nature of information relating to the school, its pupils, parents and carers.
- The provision, use and storage of equipment and materials used by pupils with whom the post holder is working. General responsibility for the care of all equipment and materials within the classroom/designated area of the school.



Intermediate Threshold Fluency Duty Required:

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

This job description should be seen as enabling rather than restrictive and will be subject to regular review.



Person Specification

Area of specification	Essential/ Desirable	Method of Assessment
<p>QUALIFICATIONS</p> <ul style="list-style-type: none"> • GCSE English and Maths C or equivalent e.g. Adult Literacy/Numeracy at level 2 • Level 2/3 Supporting Teaching & Learning in Schools qualification (or similar/equivalent) • Other qualifications in relation to post e.g. health, children, practical skills, first aid. 	<p>E</p> <p>E</p> <p>D</p>	<p>Application and interview</p>
<p>EXPERIENCE</p> <ul style="list-style-type: none"> • Provide evidence of having previously spoken fluently to customers at an Advanced Threshold Level. • Clerical / administrative experience. • General technical / resource experience. • Working with or caring for children of relevant age or relevant experience eg voluntary organisation, parental caring responsibility. • Experience of working in a team situation. 	<p>E</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p>	<p>Application and interview</p>
<p>KNOWLEDGE/SKILLS/ABILITIES (Core competencies)</p> <ul style="list-style-type: none"> • Understanding of child development and learning. • Be able to motivate and inspire children, staff, parents and Governors • Have the ability to work effectively as part of a team • Ability to demonstrate behaviour management skills • Ability to use relevant technology • Good numeracy and literacy skills • In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Advanced Threshold Level. • Willingness to participate in development and training opportunities. • Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties • Willing to undertake Minibus training and to drive the school minibus for Educational Visits/Extra Curricular activities • An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p>	<p>Application and interview</p>



<p>PERSONAL QUALITIES</p> <ul style="list-style-type: none"> • Be committed to raising standards • Be someone who can create an atmosphere in which children can thrive and succeed • Have excellent interpersonal skills • Effective communication and organisation skills • Ability to manage workloads and work calmly under pressure 	<p>E E E E E</p>	<p>Application and interview</p>
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This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

Signature of post holder _____ **Date** / /

Signature of Chief Executive Officer _____ **Date** / /

