

BOUGHTON PRIMARY SCHOOL – AN ACADEMY



JOB DESCRIPTION

UPDATED SEPTEMBER 2023

JOB TITLE	Teaching Assistant
LEVEL	Level 1
LINE MANAGER	Key Stage Leader and SLT

OVERVIEW

MAIN PURPOSE

Working within any of our key stage teams, to offer children a safe, secure, caring and supportive environment, providing opportunities to foster their growth and development within the school.

ATTITUDES AND PERSONAL ATTRIBUTES

1. To actively support and promote our ethos and values
2. To support the school's commitment to safeguarding and child protection, actively complying with all related policies
3. To establish positive and sensitive relationships with children.
4. To act as a role model, in all aspects of their role and personal conduct;
5. To promote the inclusion of all children, and set achievable expectations;
6. To provide effective support for high quality teaching and learning, maximising every child's potential and contributing to excellent outcomes for all learners;
7. To undertake any duties set by the SLT, that will assist in the day-to-day running of the school, including covering the class in case of emergency.

KEY FEATURES OF LEVEL 1 ROLE

- Jobs comprise tasks that can be performed after a short demonstration, instruction or period of training.
- No supervisory responsibility (i.e. of other staff)
- Works under direction/instruction supporting access to learning.
- Jobs require a normal level of courtesy and effectiveness in dealing with other people. Should be able to ask questions, seek clarification and exchange information with tact and diplomacy.
- May provide straightforward clerical support, e.g. printing, filing, laminating.
- Will interact appropriately with colleagues, pupils, parents and carers.

Key terminology

Service delivery: the efficient work of the school

Service users: pupils, parents, colleagues and any other stakeholders

ADDITIONAL INFORMATION

This post is exempt from The Rehabilitation of Offenders Act 1974 as the position involves working within close proximity of young children. The post holder will be required to undertake an enhanced DBS. Boughton Primary School is committed to the safeguarding and well-being of all children.

KEY ASPECTS OF THIS ROLE

SUPPORT FOR PUPILS

- Ensure the safety of every child, by following the school's safeguarding and child protection, health and safety, first aid and behaviour policies and procedures at all times.
- Attend to pupils' personal needs, implementing related personal programmes, including any for social, health, physical, hygiene and welfare.
- Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
- Supervise and support pupils in the learning environment, in order to promote independence, inclusion, acceptance and equality of access to learning opportunities for all pupils.
- Assist pupils individually and in small groups in the understanding and completion of pre-defined learning activities to meet the requirements of pupils and the curriculum.
- Promote inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Encourage pupils to act as independently as appropriate.

SUPPORT FOR THE TEACHER

- Prepare the classroom or learning areas as directed for lessons and tidy afterwards; assist with the storage and display of pupils' work.
- Observe, be aware of and report on pupil problems/progress/achievements and report to the teacher as agreed.
- Undertake pupil record-keeping as requested.
- Support the teacher and colleagues in managing pupil behaviour, following the behaviour policy, de-escalating, recording and reporting problems as requested.
- Gather/report information from/to parents/carers as directed.
- Provide clerical/admin support including photocopying, typing, filing, laminating, collecting money etc.

SUPPORT FOR THE CURRICULUM

- Support pupils to listen, understand and follow instructions.
- Support pupils in relation to their age and stage and the curriculum appropriate to this (EYFS, KS1, KS2), as directed by the teacher or other colleagues.
- Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use.

SUPPORT FOR THE SCHOOL

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference, and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the school's values, ethos and aims.
- Appreciate and support the role of other professionals.
- Attend relevant meetings, participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school, at breaktimes and lunchtimes, including a daily 30-minute lunch duty either indoors or outdoors.
- Accompany teaching staff and pupils on visits, trips and out of school activities as require

I have read and reviewed my job description.	
Name (print)	
Role	
Signed	
Date	
Line Manager name	
Signed	
Date	



PERSON SPECIFICATION: LEVEL 1 TEACHING ASSISTANT

AREA	ATTRIBUTES	Evidence from: Application (A) Interview (I) Reference (R)	
		ESSENTIAL	DESIRABLE
QUALIFICATIONS & EXPERIENCE	GCSE English grade C or level 4 equivalent	A	
	GCSE Maths grade C or level 4 equivalent	A	
	Evidence of professional development or learning, e.g. NVQ level 2, Makaton		A
	First Aid Qualification		A
	Experience of working with or caring for children	A, R	
	Experience of working in a school, and with children with additional needs		A, R, I
	Experience of working as part of a team in any context	A, R	
KNOWLEDGE, UNDERSTANDING AND SKILLS	Expresses understanding of the statutory requirements of legislation concerning Safeguarding and Child Protection; Special Educational Needs and Disabilities; Equal Opportunities; Health and Safety	A, I, R	
	Expresses understanding of the importance of building positive links within school and with all stakeholders	A, I, R	
	Expresses understanding of the statutory curriculum requirements at the each key stage		A, I, R
	Able to describe or demonstrate effective assessment, recording and reporting of pupils' progress		A, I, R
	Able to communicate well with children and adults	A, I, R	
	Able to establish, develop and maintain appropriate, positive relationships with all involved in the school, based on mutual respect	A, R	
	Able to promote the school's vision, values and aims positively	A, I, R	
ATTITUDES & PERSONAL CHARACTERISTICS	Positive, enthusiastic, friendly, empathic, approachable	I, R	
	Committed, flexible, self-motivated, organised, resourceful	I, R	
	Additional skills or talents to enhance our curriculum or our extra-curricular offer		A, I
	Expresses or indicates a commitment to the school's wider community		A, I