



St Mary's CE Primary School

Founded in 1812

Dollis Park, Finchley, LONDON N3 1BT

Teaching Assistant (Level 1) for Classroom Support – Job Specification

Purpose

- support the classroom teacher with their responsibility for the development and education of all pupils
- assist in the development of pupils' learning, the provision of care and the management of pupils' behaviour under the direction of teaching staff/senior colleagues
- Jobholders generally work under the direct supervision of the teacher within the learning environment with the teacher present. However, they may occasionally be required to work outside the classroom for short periods

Key accountabilities

Support for the Pupils

- Attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters
- Supervise and support pupils ensuring their safety and access to learning, by encouraging their participation in learning tasks and activities
- 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 well as interact with others and engage in activities led by the teacher

Support for the Teacher

- Prepare the learning environment, as directed, for lessons and clear afterwards
- Assist in preparation and display of pupils' work
- Be aware of pupil problems/progress/ achievements and report to the teacher as agreed
- Undertake basic standard pupil record keeping using templates, as requested
- Support the teacher in managing pupil behaviour, reporting difficulties as appropriate
- Gather/report basic and routine information from/to parents/carers, as directed
- Support teaching/senior staff with routine administration, such as photocopying, filing and collecting money

Support for the Curriculum

- Support pupils to understand instructions



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Head Teacher: **Mr Stefan Roos** Chair of Governors: **Mrs Claire Turner**

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- Be aware of and comply with the school curriculum to support pupils in respect of local and national learning initiatives
- Support pupils in using basic ICT as directed
- 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, safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support differences to ensure 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
- Attend relevant meetings as required Participate in training and other learning activities and performance development, as required
- Assist with the organisation of school medical arrangements, such as dental inspections, nurse visits
- Assist with the supervision of pupils out of lesson times as appropriate
- Accompany teaching staff and pupils on educational visits, trips and out of school activities as required
- Assist with special events, such as School Concerts, Plays, Parents' / Carers' evenings

Knowledge, training and experience

- Educated to GCSE Grade A-C in English and Mathematics or equivalent
- Completion of Teaching Assistant Induction Course Working towards the National Occupational Standards (NOS) in Supporting Teaching & Learning – Level 2 (or equivalent)
- NVQ 2 in Supporting Teaching in Learning or working towards (or equivalent)
- Awareness of the national curriculum and relevant school policies
- Basic IT skills, such as Internet browsing and accessing email
- Knowledge of relevant policies and procedures such, as child protection, health and safety, managing behaviour and positive handling
- Knowledge of how to apply individual Education, Health and Care Plans and other support plans under supervision
- Awareness of physiotherapy, occupational therapy/speech/language therapy and the ability to deliver any special interventions that are required
- May undertake training as required, such as first aid training, training on Downs Syndrome, ADHD, Autism, Epilepsy, use of Epi-pen, allergies, fire safety training, Team Teach

Planning, organising and controlling skills

- Work under the direct supervision of a teacher within the learning environment, generally with teacher present but sometimes outside of a classroom



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- Carry out a range of duties that are specific in nature, for example preparing the learning environment or resources for an activity, recording basic pupil data, displaying pupils' work
- Provide support on external school trips (which could include residential trips) using knowledge of increased risk and health and safety issues which may also require the carrying out of basic medical procedures and/or the administering of basic first aid/medications for which training will have been provided and for which parental/carers permission has been granted)

Communicating and influencing skills

- Provide routine information to colleagues, parents / carers within defined guidelines
- Use language and concepts appropriate to the child's age, stage of development, and culture
- Build and maintain effective working relationships with parents/carers, colleagues and other professionals to ensure the appropriate level of service is provided

Initiative and innovation skills

Under the direction of the teacher, work with individual or small groups of pupils by supervising and encouraging their participation in tasks and activities generally within learning environment with teacher present but sometimes outside of the classroom

Work within and comply with a range of school policies and procedures, including safeguarding, child protection, health, safety and security, equal opportunities, behaviour, confidentiality and data protection

Use initiative and make decisions to:

- Attend to pupils' personal, social and welfare needs, as appropriate
- Provide the teacher with feedback on pupil progress, achievements and problems
- Support the teacher in managing pupil behaviour in accordance with the school's policy
- Carry out structured and agreed learning activities and teaching programmes, referring any problems to the teacher
- Support pupils with independent learning and to understand instructions
- Support pupils in respect of local and national learning strategies, as directed by the teacher
- Assist with the supervision of pupils outside of lesson times, including before and after school and at lunchtimes



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- Assist with organising and supporting school medical visits, educational visits and special events

(The above examples are not exhaustive)

Physical effort

- An on-going requirement for standing and/or working in awkward positions, which may include bending over tables, sitting on small chairs or the floor and crouching to a pupil's height
- Likely to involve moving and handling activities, such as carrying and lifting equipment and resources, putting up displays
- May use positive handling in accordance with school policy and after appropriate training
- May assist pupils who need support with mobility, such as pushing a wheelchair, using a hoist and/or lifting equipment
- May carry out daily programmes of physical exercises or routines with pupils, under direction of non-teaching professionals, such as Occupational Therapist, Physiotherapist, Speech and Language Therapist

Work environment

- Regular outdoor working, such as at outside learning activities and at playtime/lunchtime; however unlikely to work outside in extreme weather conditions
- Occasionally assist pupils to change out of soiled clothing
- May need to attend to a range of personal care, hygiene and medical needs; whilst this may be on a daily basis and sometimes several time a day, it is unlikely to be continuous throughout the working day
- May experience a range of behaviours from pupils, such as verbal abuse, challenging behaviour, physical outbursts
- May occasionally be exposed to challenging parents/carers and occasionally verbal abuse