



Teaching Assistant Level 1 – Duties and Responsibilities

Surrey Job Family: Children Learning and Education Support

Assessed Grade: Surrey Grade S3

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment.

Purpose of the Role:

- To support the teachers in their responsibility for the development and education of the children in the school, including those with additional needs.
- To use routine supervision and care skills to support pupils in the school.
- To assist in meeting the pupils' needs for encouragement, reassurance and comfort and attend to their personal requirements and physical care while encouraging independence at all times.

Reporting primarily to: Class Teacher, with guidance on assisting children with Special Needs from the SENDCo

Reporting ultimately to: Deputy Head and Head Teacher

Specific Responsibilities:

Educational Support in the classroom:

Under the direction of the class teacher to:

- Assist with planning, preparation and development of work programmes for individuals and groups of pupils, including those with additional needs.
- Assisting in the delivery of individual work programmes for pupils with Education Health Care plans (EHCP)
- Where required for a pupil with EHCP, to attend to pupils' personal requirements and provide physical care on a daily basis, for example supervising movement around different areas of the school site as necessary; assisting with changing of clothes and toileting/ personal needs
- Prepare resources to support a range of learning activities, including first aid boxes for school visits
- Monitor and evaluate pupil progress and report on this to the class teacher. Maintaining records and pupil files.
- Join in with discussions with the class teacher and contribute to curriculum and classroom planning where appropriate.
- To support class teachers with classroom management issues (e.g. setting up activities, cleaning away materials, tidying up after lessons, mounting and displaying children's work, classroom resource management, organising and maintaining the learning environment) and assist with instruction in the use of specialist equipment (e.g. computer, microscope etc.)
- Work as part of a team to ensure that the well-being, behaviour and personal development of pupils enhances their learning opportunities and life skills.
- Attend meetings as required with outside agencies, parents and staff.
- Carrying out administrative tasks

In addition, it is essential that all staff;

- Understand and apply school policies
- Support the aims and ethos of the school
- Set a good example in terms of dress, punctuality and attendance
- Be proactive in matters relating to health and safety

Pupil Welfare and Support:

- To attend to pupils' personal requirements and provide physical care on a daily basis, for example supervising movement around different areas of the school site as necessary; assisting younger children with changing into outdoor clothes for example.
- Assist with changing children's wet/soiled clothes, and assisting special needs children with toileting.
- To work with pupils to build their self-confidence, self-reliance and social skills.
- To make sure that pupils are in appropriate working positions and have access to required equipment.
- To work with pupils in developing their study and organisational skills.
- To accompany the class on school visits and be aware of difficulties encountered in unfamiliar surroundings.
- Work with other professionals, such as speech therapists and occupational therapists, as necessary
- To give comfort and support to individual pupils who appear to be distressed and see if the child wants an adult to talk to. Respond to any deeper concerns in line with the safeguarding policy.

Midday Supervision:

- Proactively supervise children on playground during break time and lunch-hour – encouraging positive co-operative and safe play
- Follow individual support plans as required
- Seek advice, if there are concerns about pupils' safety, from SLT or class teacher
- Supervise the movement of pupils between classrooms, and play and dining areas from the start of the lunch break until classes re-commence and to ensure orderly conduct in the dining area
- Provide midday supervision of pupils both in the dining area and in play areas to ensure the orderly conduct, welfare and safety of pupils

Professional Development:

- To take part in appropriate INSET activities.
- To attend relevant training, either in-house or at outside venues to develop skills and knowledge to allow for continued professional development.

Additional Information

- All staff are expected to adhere to our principles of behaviour management based on the use of the Restorative Approach method which is inspired by the philosophy and practices of restorative justice. This puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. Details can be found in our Behaviour Management Policy.
- All staff are required to read, understand and adhere to our school policies (in particular the Child Protection Policy, Whistleblowing Policy, Staff Behaviour Policy and Code of Conduct).
- All staff are required to read, understand and adhere to the Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (Safer Recruitment Consortium) and Keeping Children Safe in Education – Part One (DfE).

PERSON SPECIFICATION FOR TEACHING ASSISTANT (LEVEL 3CLES)

Competencies

- Able to relate positively with all children
- Good level of written and spoken English
- Good level of mathematical skills
- Have good Computing skills
- Able to adapt learning to meet the needs of individual pupils under the direction of teaching staff
- Able to clarify and explain instructions to pupils
- Able to communicate effectively with pupils and with support from staff
- Able to work with pupils with challenging behaviour and implement strategies as directed by the teaching staff to modify behaviour
- Able to motivate pupils to learn
- Able to assist with the organisation of the learning environment
- Able to undertake tasks under the direction of a teacher
- Able to maintain records and pupil files
- Able to work effectively with adult team members
- To be prepared for a physically demanding role
- To be in sympathy with the school's Christian ethos and values
- Able to maintain confidentiality

Qualifications, Training and Development

- Good general education
- To have gained Maths and English Language GCSEs at grade C or equivalent.

Training and development should include;

- Induction training
- On job training
- Training for specific responsibilities of the post

Courses leading to qualifications can include;

- Foundation Certificate of Professional Practice for Teaching Assistants
- Teaching Assistant/Learning Support qualification at NVQ Level 2

As part of our due diligence process we will carry out an online search of shortlisted candidates.

The successful applicant will be expected to undergo an Enhanced Disclosure and Barring Service Check and an Occupational Health Check.

Teaching Assistant's signature		Date	
Head Teacher's signature		Date	