



JOB DESCRIPTION
Teaching Assistant (Occasional Cover) Literacy or Numeracy Focus
- Level 3
Grade 5: SCP 6-9

Statement of Purpose

To work under the direct instruction of senior staff, to support the school's pupils to access the curriculum and achieve progress with a specific focus on literacy / numeracy support for students with additional needs. Provide specific support to the teacher in the care of pupils and management of the classroom. Work may be carried out in the classroom or outside the main teaching area.

Supporting a pupil with additional needs: to work, under guidance, to provide support in addressing the needs of pupils who need particular help to overcome barriers to learning.

Support to Teacher

- To act as Cover Supervisor during teacher absence under the direction of a teacher/designated member of staff. *Cover will be in accordance with the nationally agreed protocols and as provided for in the Education Act 2002. (The role of Cover Supervisor will be to supervise and take sole responsibility, for short term cover only, for a class/group who are undertaking pre-planned work or where pupils are able to undertake effective, self-directed learning**
- Provide structured support, including tutorial support, in accordance with specific work programmes designed and supervised by individual teachers.
- Support the teacher in the development and implementation of Individual Education/Behaviour Plans.
- Assist in maintaining pupil behaviour through the implementation of the school's behaviour management strategies.
- Appropriate one-to-one communication with parents on general and specific pupil matters.
- Provide support to pupils to achieve learning goals, e.g. guided reading.
- Support pupils' access to learning using appropriate strategies, resources etc.
- Assist the teacher with the planning of learning activities including preparing resources, preparing equipment for use in lessons and support the safe use of equipment in the classroom.
- Adapt planning to meet the additional needs of identified pupils
- Supervise pupils for a particular curriculum activity under the supervision and guidance of a qualified teacher.
- Assist the teacher in monitoring pupils' responses to learning activities and accurately record achievement/progress as directed.
- Attend relevant meetings or reviews with the teacher/other senior colleague in relation to specific pupils.
- Carry out formal and informal observations of pupils and provide detailed and regular feedback to the teacher on pupils' achievement, progress, and any challenges.

- Undertake routine administrative tasks and pupil record keeping as requested.
- Contribute to the maintenance of a stimulating and safe learning environment.
- Under the direction of the class teacher/s, contribute to the development and presentation of displays in the classroom and around school.
- Co-ordinate and organise pupils attending extra-curricular activities/work experience or other out of school activities under guidance of teacher.
- Assist the teacher in the implementation and monitoring of systems relating to attendance and integration.

** A cover supervisor will contribute to the delivery of learning but will not be expected to deliver lessons unless guidance and supervision is available from a suitably qualified member of staff. The Headteacher must be satisfied that the post holder has the skills, expertise and experience to undertake the cover role.*

Support to Pupils

- Provide pastoral support to pupils within the school environment.
- Provide structured support in accordance with specific work programmes designed and supervised by individual teachers.
- Receive and supervise pupils not working to a normal timetable.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required. (Every effort should be made to ensure support is within contractual hours).
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Support children by responding to matters of personal needs and their general health including basic first aid, administering regular medication, asthma, allergies, incontinence, sickness etc.
- Sympathetically support children through developmental milestones e.g. toileting, personal hygiene.
- Attend to specific pupils' personal needs and provide advice to assist in their social, health and hygiene development.
- Assist children in the management of specific medical needs (for which specialist training will be provided) and maintain associated health records.
- Supervise and support pupils ensuring their safety, by complying with good H&S practice.
- Deal with the challenges of the language demands of learning activities in ways that maintain and support children's confidence and self-esteem.
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils.
- Deploy strategies agreed by the school via policies to raise confidence and self-esteem such as rewards systems and praise.

Support to Curriculum

- To provide support in literacy/numeracy and other SEN strategies.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Contribute to curriculum planning, evaluation and implementation.
- Contribute to development of school policies and procedures by participation in working groups.
- Contribute to the development, preparation and dissemination of appropriate materials.
- Attend training sessions as required for CPD purposes and to ensure appropriate skill level is obtained to undertake role, e.g. behaviour management strategies.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.

- 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.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required. (Every effort should be made to ensure support is within contractual hours).
- Participate in training and other learning activities and performance development as required. (Every effort should be made to ensure support is within contractual hours).
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.

PERSON SPECIFICATION
Teaching Assistant
Level 3 – Grade 5

Criteria	Essential/ Desirable	Measured by
Experience		
Supporting children’s learning in a school	E	AF/I
Working with or caring for children of relevant age	E	AF/I
Qualifications & Training		
Relevant NVQ Level 3 or equivalent knowledge, skills and experience	E	AF/I
Good level of numeracy/literacy skills at GCSE Level C or above or functional skills equivalent	E	AF/I
Safeguarding Level 1 Training	E	AF/I
First Aid qualification e.g. Emergency First Aid at Work	D	AF/I
Good ICT skills	E	AF/I
Skills & Knowledge		
Knowledge and understanding of relevant policies and codes of practice	E	I
Effective use of ICT to support learning	D	AF/I
Good understanding of areas of learning specifically in . literacy, numeracy, science, SEND as specific to role	E	AF/I
Use good judgement or creative skills to interpret information or situations and to solve straightforward problems	E	AF/I
Good communication and interpersonal skills to be able to relate well to wide range of people	E	I
Ability to relate well to children and adults	E	AF/I
Good organisational skills and able to maintain basic records	E	AF/I
Self-motivated and takes responsibility within remit of role	E	I
Ability to work well with others and on own initiative	E	AF/I
Flexible approach to work and prepared to undertake routine tasks outside of the classroom	E	I
Reassure parents and respond professionally when they have concerns	E	AF/I
Personal Qualities & Behaviours		
Interact professionally and appropriately with all colleagues and parents in the best interests of the school	E	AF/I
Friendly yet professional and respectful approach which demonstrates support and shows mutual respect to all in school community	E	I
Open, honest and active listener	E	I
Takes personal responsibility and accountability	E	AF/I
Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service	E	AF/I
Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations	E	I

Is committed to the provision and improvement of quality service provision	E	I
Is adaptable to change/embraces and welcomes change	E	I
Acts with pace and urgency being energetic, enthusiastic and decisive	E	AF/I
Has the ability to learn from experiences and challenges	E	AF/I
Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills	E	AF/I

AF - Application form

I – Interview/Selection Activity