

## **JOB DESCRIPTION**

<b>POST TITLE:</b>	<b>TEACHING ASSISTANT</b>
<b>GRADE:</b>	Scale 3-4
<b>HOURS:</b>	32.5 hours per week TTO
<b>DEPARTMENT:</b>	Prior Weston Primary School & Children's Centre
<b>RESPONSIBLE/REPORTING TO:</b>	Assistant Head Teacher responsible for Inclusion

### **PURPOSE OF THE JOB**

To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils, to encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.

### **Main Duties**

1. Under the guidance of the Class Teacher work with specified individuals and/or groups of pupils in class, including those pupils with additional educational needs, to help them to achieve to the best of their ability.
2. At the direction of the Class Teacher help to organise classroom activities, prepare resources and implement strategies for teaching and learning.
3. Support the programmes for teaching English and Mathematics and assist pupils to access the full curriculum. Know the main aims of lesson plans, children's targets and learning objectives.
1. Support the programmes for teaching of English and Mathematics and assist pupils to access the full curriculum.
2. Provide support for pupils' emotional and social development by encouraging and modelling positive behaviour and by dealing with disruption as agreed in the school's Behaviour Management Policy.
3. Ensure the personal care and welfare of pupils and assist them with their physical needs as appropriate and stated in their Education Health Care, Personal Care Plans or Statement of Special Needs.
4. Provide first aid to pupils as necessary, in accordance with school policies.
5. Communicate and liaise with other members of school staff in order to ensure the most effective provision for pupils' academic, emotional and social development.
6. Supervise pupils in the playground at break times and organise play activities.

7. Attend educational visits with pupils, in accordance with school policies and safety guidelines, providing assistance with pupils' care and welfare and with the learning activities undertaken.
8. Produce and maintain creative displays of children's work in and around the classroom area as well as the general upkeep on the classroom environment.
9. Undertake any other reasonable duties from time to time as may be directed by the Headteacher or his/her nominee

### **Personal responsibilities**

1. Be aware of key school plans, policies and procedures, especially the Health and Safety Procedures and Child Protection Procedures.
2. Take part in Performance Management in order to identify and agree development and training needs.
3. Within your contracted hours, undertake Induction Training and other training as identified in Performance Management Processes, as may be required to enable you to provide the school with effective support. Training may be provided centrally or in school.
4. Within your contracted hours, attend staff meetings as required.
5. Be aware of the learning and physical needs of the pupils you support.
6. Respect the confidentiality of pupil information and respond sensitively to pupils' needs.
7. Be proactive in developing working relationships with colleagues, behaving in a professional manner at all times.

## PERSON SPECIFICATION GRID

FOR TEACHING ASSISTANTS

The person specification sets out the criteria to be used in determining whether an individual is likely to be able to undertake the duties in the job description.

EDUCATION, EXPERIENCE & ABILITIES	
	*
Demonstrable levels of English & Mathematics equivalent to GCSE (A-C) (or by test).	*
Attend induction training (for level 1 a willingness to attend). Training as appropriate and relevant to the post.	*
Attend school training sessions.	*
Experience of working with children (either paid or unpaid capacity) preferably in an education setting.	*
NVQ Level 3 (or working towards) or equivalent accredited qualification.	*
Evidence of specialism in specific curriculum areas or areas of particular learning difficulty e.g. dyslexia / speech and language / ASD.	*
	*
Able to form and maintain appropriate professional relationships and boundaries with children and young people.	*
Ability and willingness to work as part of a team	*
Ability to supervise pupils effectively both in and out of school in line with the school's behaviour policy.	*
Ability to communicate effectively with a range of people.	*
Ability to organise the classroom activities e.g. preparing and setting out resources (under direction).	*
Ability to organise the classroom activities e.g. preparing and setting out resources and implementing strategies for T&L (under direction).	*
Ability to deal with sensitive information in a confidential manner.	*
Knowledge of the requirements of the national literacy and numeracy strategies.	*
Knowledge & understanding of the National Curriculum	*

A commitment to providing a responsive and supportive service and a willingness to constantly seek ways of improving the service.	*
A commitment to deliver services within the framework of the school's equal opportunities policy.	*
Understanding of and commitment to work within the scope of school policies and procedures.	*

<b>EDUCATION, EXPERIENCE &amp; ABILITIES</b>	
Knowledge & understanding of the school's health and safety policy.	*
<p>An understanding of the importance of lesson plans, children's targets and learning objectives using these skills to contribute to children's learning.</p> <p>Willingness to attend and participate in meetings to review pupil progress.</p> <p>An awareness of the learning and physical needs of pupils.</p> <p>Ability to monitor and evaluate pupils' performance.</p> <p>Ability to update and maintain accurate pupil records using the school's systems in place.</p> <p>Ability to deliver specific intervention programmes.</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>