

Job Description and Person Specification – Teaching Assistant (Resource Base)



The purpose of the job is to

- Support the class teacher in the delivery of a differentiated curriculum

Duties and responsibilities

- Clarify and explain instructions to children
- Ensure children can use the equipment and materials provided
- Motivate and support children
- Assist children with key areas, e.g. language, reading, spelling, handwriting, presentation
- Help children to concentrate on, and finish, work set
- Meet the physical needs of children as required, while promoting independence
- Use initiative and liaise with teachers and other TAs to support children's learning
- Liaise with the class teacher and Inclusion Lead about individual provision plans, MSPs and EHCPs
- As specified by the class teacher, develop appropriate resources to support children
- Develop strategies to support the learning of all children and develop an understanding of the specific needs of individual children with additional needs

Supporting children's self-esteem, inclusion, and behavioural development

- Encourage an acceptance and inclusion of all children
- Develop methods of promoting / reinforcing the children's self-esteem and independence
- Provide individual supervision in and out of the classroom for children with challenging behaviour
- Establish a supportive relationship with children
- Reinforce the school ethos, e.g. expectations of behaviour within class and elsewhere on the school site
- Supervise children on outings and school activities

Provide physical / personal care to pupils where required

- Take responsibility for the welfare and hygiene of children, including changing and cleaning as necessary (this may include bodily fluids)
- Undertake physiotherapy and speech therapy exercises as needed, following instruction and advice from a qualified therapist

Supporting the teacher(s)

As directed by the teacher, adapt and interpret lessons and instructions to children

- In conjunction with the class teacher (and other professionals as appropriate), develop system/s of recording pupil progress and contribute to the maintenance of these records
- Provide regular feedback about children to the teacher(s)
- Ensure effective communication / consultation as appropriate with children's parents
- Ensure cover supervision is in place where required by:
 - Supervising work
 - Managing children's behaviour
 - Responding to children's questions
 - Dealing with any emergencies
 - Collecting completed learning
 - Providing marking and feedback to children following the agreed whole school approach

Supporting the curriculum

- Support the delivery of both the National Curriculum and the enhanced curriculum offered by the school

Supporting the school

- Assist with setting up, storing, retrieving and general maintenance of classroom equipment and

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teaching aids, e.g. computers and computer software, resources, and indoor and outdoor play equipment

- Help to ensure the hygiene of the teaching environment in cases of sickness or soiling
- Ensure health and safety policies and practices, including risk assessments, are implemented as necessary
- Be fully aware of school policies, procedures, and practices
- Promote teamwork and ensure effective working relations

Communication

- Communicate effectively with children
- Build and maintain strong relations with parents / carers and at times representatives of other agencies e.g., Health, Social Care

Professional development

- Attend mandatory Trust induction training on Safeguarding and Health and Safety within the first few weeks of taking up the post (these sessions may be delivered outside standard school hours)
- Complete regular (at least annual) training on subjects including safeguarding
- Take a proactive role in the Trust's appraisal procedures
- Take part in further training and development to continually improve
- Keep abreast of initiatives and developments in education, especially those relevant to the duties and responsibilities of the post

Health and safety

- Promote the safety and wellbeing of all children
- Maintain a safe learning environment by managing behaviour effectively in accordance with the Trust's behaviour policy
- Maintain current and accurate safeguarding records e.g. through CPOMS

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies, and practices of the school, and maintain high standards of attendance and punctuality

The post holder will be required to safeguard and promote the welfare of children and young people, follow school policies and the staff code of conduct.

This job description is not a comprehensive list of all tasks that the post holder will carry out. The post holder may be required to do other duties appropriate to the level of the role.

	Essential	Desirable
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<p>Qualifications</p>	<ul style="list-style-type: none"> • Competent to NVQ Level 2 standard in Supporting Teaching and Learning or equivalent • Willing to pursue further professional development 	<ul style="list-style-type: none"> • NVQ Level 3 in Supporting Teaching and Learning • A paediatric First Aid qualification (or willingness to achieve one) • Evidence of continuing or further professional development • other relevant national or professional qualifications
<p>Experience</p>	<ul style="list-style-type: none"> • Worked / volunteered within an educational setting 	<ul style="list-style-type: none"> • Experience of supporting children with special educational needs • Experience of working with and supporting children in an Early Years setting • Experience of working as a Teaching Assistant in a school environment
<p>Knowledge and understanding</p>	<ul style="list-style-type: none"> • An understanding of special learning needs such as SEND, ASD, ADHD, Global Delay, Attachment, Physical and Speech & Language needs • Good knowledge of how to support learning, with practical ideas on how to achieve this • Understanding of responsibilities in relation to safeguarding and promoting the welfare of children and young people • Understand the pressure and requirement of each child's need to be nurtured and developed through careful and sensitive support and intervention • Able to work with children in an individual, small group or whole class environment • Excellent interpersonal and communication skills, particularly in relating well to children and adults • Able to motivate and encourage to establish a supportive relationship with children, giving praise and positive recognition to help build self esteem • Able to work independently or as part of a team demonstrating initiative, tact and diplomacy • Able to work collaboratively and constructively as part of a highly motivated staff team 	<ul style="list-style-type: none"> • Background knowledge of the EYFS and National Curriculum • Willing to learn from colleagues and act on advice • General understanding of learning programmes and strategies and how children learn • Able to meet children's needs as required whilst encouraging independence / autonomy • Able to use own initiative to develop resources to support children

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<p>Skills</p>	<ul style="list-style-type: none"> • Able to work in a way that promotes the safety and wellbeing of children • Excellent organisation and communication skills • Excellent consistent use of spoken and written standard English • Committed to good and productive working relationships with children, colleagues, parents, and the wider community • Flexible and responsive to changing demands with a positive attitude • Competent in the use of IT 	<ul style="list-style-type: none"> • Prepared to undertake specific skills training to support meeting individual needs
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • High standards of personal organisation • Resilient, passionate, and hard-working • Able to build trust and mutual respect between children, families, and staff • A cheerful disposition and good sense of humour • Energetic, warm, and caring • Able to follow direction and use initiative 	