



Job Profile

Responsible to: Headteacher

Responsible for: Class Teaching assistant / support

School Purpose and Values

Our vision is to be an outstanding church school, guided by God, where learning is irresistible, achievement is high and our pupils leave us as successful learners, happy, confident individuals and caring, responsible citizens, excited by challenge, change and possibility.

Our overall aim at St Leonard's School is to ensure that all children maximise and achieve their true potential both academically and socially by providing an education of the highest quality within the context of Christian belief and practice. In order to achieve this, we aim to support and develop our pupils in the following ways:

-By promoting a Christian ethos of care, understanding, mutual respect, understanding and co-operation throughout the whole school community and beyond, with everyone valued equally.

-By providing effective and stimulating teaching and interesting and enjoyable learning experiences which meet all the requirements of the National Curriculum and which encourage children to be independent life-long learners.

-By creating a calm, secure, well-structured positive learning environment, based on high expectations, where each child should be able to learn and each teacher be able to teach without interruption from others.

-By developing positive partnerships between home and school, with regular communication and dialogue.

-By celebrating regularly the work and successes of our school community and the individuals within it, thereby raising self-esteem.

-By ensuring that everyone has an equal opportunity to attain their full potential, regardless of their gender, culture, faith or ability.

Statement of Purpose

To work under the direct instruction of teaching staff, usually in the classroom with the teacher. 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. Assist teachers in the following:

Support to Pupils

- Provide pastoral support to pupils within the school environment.
- Assist children in matters of personal needs and their general health including first aid and welfare matters.
- Provide structured support in accordance with specific work programmes designed and supervised by individual teachers

- To contribute to raising standards by ensuring high expectations are promoted for pupils.
- Involvement in the implementation of Individual Education/Behaviour/Support/Mentoring plans.
- Provide general support to pupils, ensuring their safety, by complying with good H&S practice.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.¹
- Encourage pupils to interact with others and engage in activities led by the teacher.

Support to Teacher

- Provide structured 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 classroom discipline through the implementation of the schools' behaviour management strategies.
- Provide support to pupils to achieve learning goals, e.g. guided reading.
- Supervise pupils for a particular curriculum activity under the supervision and guidance of a qualified teacher.
- Assist the teacher with the planning of learning activities.
- Assist the teacher in monitoring pupils' responses to learning activities and accurately record achievement/progress as directed.
- Co-ordinate and organise pupils attending extra curricular activities/work experience or other out of school activities under guidance of teacher.
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Provide general admin support, for classroom activities e.g. produce worksheets for agreed activities etc.

Support to Curriculum

- To provide support in literacy/numeracy/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.

Professional Accountabilities (this list is not exhaustive and should reflect the ethos of the school)

The post holder is required to 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. In addition they are to contribute to the achievement of the school's objectives through:

Safeguarding

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

People Management

- To comply and engage with people management policies and processes
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals.

¹ Every effort should be made to ensure support is within contractual hours

- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths, areas of expertise and use these to advise and support others.

Equalities

- Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

Climate Change

- Delivering energy conservation practices in line with the County Council's corporate climate change strategy.

Health and Safety

- Ensure a work environment that protects people's health and safety and that promotes welfare and which is in accordance with the County Council's Health and Safety policy.

Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.

Person Specification
Teaching Assistant – Teaching and Learning
Level 2

Minimum Criteria for Two Ticks *	Criteria	Measured by
	<p>Experience</p> <ul style="list-style-type: none"> • Supporting children’s learning in a school. 	A
	<p>Qualifications/Training</p> <ul style="list-style-type: none"> • Good numeracy/literacy skills. • Completion of DfES Teacher Assistant Induction Programme. • NVQ 2 for Teaching Assistants (or demonstrate equivalent knowledge skills and experience). • First aid training as appropriate (e.g. emergency first aid course). 	I
	<p>Knowledge/Skills</p> <ul style="list-style-type: none"> • Understanding of relevant policies/codes of practice. • Good understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years. • Use of other equipment technology – video, photocopier. • Well-developed interpersonal skills to be able to relate well to a wide range of people. • Work constructively as part of a team whilst being able to demonstrate initiative. • Good communication skills. • Effective use of ICT to support learning. • Willing to work towards NVQ Level 3 or recognised equivalent. 	A/I
	<p>Behavioural Attributes</p> <ul style="list-style-type: none"> • Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. • Open, honest and an active listener. • Takes responsibility and accountability. • Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. • Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Acts with pace and urgency being energetic, enthusiastic and decisive. • Communicates effectively. 	A/I

	<ul style="list-style-type: none"> • Has the ability to learn from experiences and challenges. • 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. 	
--	---	--

A = Assessed at Application I = Assessed at Interview

Note 1:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and***
- ***Attitudes to use of authority and maintaining discipline.***

