**St Mary's Catholic Primary School, Chiswick**

**JOB DESCRIPTION**

Position : Teaching Assistant

Grade: Scale 4

Hours: 32.5 hours a week (8.30 am – 3.30 pm)

Reports to: Deputy Headteacher, Headteacher

**To undertake this role the person must be aware of the school’s Mission Statement and the importance of Jesus Christ being at the foundation of everything we do in St Mary's**

|  |  |
| --- | --- |
|  |  |
| **Purpose of Role** | To complement the work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. |
|  | Monitoring pupils and assessing, recording and reporting on pupils’ achievement, progress and development as agreed with the teacher. |
|  | Planning, preparing and delivering learning activities for individuals/groups or short-term for whole classes |
|  | Responsible for the management and development of a specialist area within the school. |
|  |  |
|  | **Job Description** |
|  |  |
| **Support for Pupils:** | Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning. |
|  | Supervision of pupils while carrying out pre-prepared work and work that has been set in accordance with the school policy. |
|  | Establish productive working relationships with pupils and staff, acting as a role model and setting high expectations. |
|  | Develop and implement IEP's and provision maps and recording progress qualitatively and with the use of testing data. |
|  | Promote the inclusion and acceptance of all pupils within the classroom. |
|  | Support pupils consistently while recognising and responding to their individual needs. |
|  | Encourage pupils to interact and work cooperatively with others and engage all pupils in activities. |
|  | Promote independence and employ strategies to recognise and reward achievement of self-reliance. |
|  | Provide feedback to pupils in relation to progress and achievement. |
|  |  |
| **Support for Teachers:** | Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate. |
|  | Organise and manage appropriate learning environment and resources. |
|  | Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring activities against pre-determined learning objectives. |
|  | Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters ensuring the availability of appropriate evidence. |
|  | Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment. |
|  | Work within an established behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence. |
|  | Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc. |
|  | Administer and assess/mark tests and invigilate exams/tests. |
|  | Production of lesson plans, worksheets etc as agreed with the teacher. |
|  |  |
| **Support for the Curriculum:** | Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs. |
|  | Deliver local and national learning strategies e.g. literacy, numeracy, KS2, early years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills. |
|  | Use ICT effectively to support learning activities and develop pupils' competence and independence in its use. |
|  | Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds |
|  | Advise on appropriate deployment and use of specialist aid/resources/equipment. |
|  |  |
| **Support for the School:** | Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person. |
|  | Be aware of and support difference and ensure all pupils have access to opportunities to learn and develop. |
|  | Contribute to the overall ethos/work/aims of the school. |
|  | Establish constructive relationships and communicate with other agencies/professionals, staff in liaison with the teacher, to support achievement and progress of pupils. |
|  | Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils. |
|  | Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others. |
|  |  |
|  | Contribute to the identification and execution of appropriate distance learning activities, where appropriate.  To assist with the supervision of pupils outside of lesson time at break-times and lunch times etc, administering basic first aid, ensuring the children’s safety and well-being.  Referring children at break time to an identified first aider for more complex first aid support  To undertake any other broadly analogous duties. |
|  |  |
|  | **Person Specification** |
|  |  |
| **Qualifications & Experience:** | Achieved a qualification in English/literacy and mathematics/numeracy to at least Level 2 of the National Qualifications Framework. |
|  | Specialist skills/training in curriculum or learning area e.g. bi-lingual, SEN, ICT |
|  | Experience of working with relevant age groups within a learning environment. |
|  |  |
| **Professional Values & Practice:** | Understand and respect social, cultural, linguistic, religious and ethnic backgrounds. |
|  | Able to build and maintain successful relationships with pupils, treating them equitably with respect and consideration. |
|  | Demonstrate a commitment and ability to raising educational achievement to all pupils and to promote positive values, attitudes and behaviour. |
|  | Able to build and maintain successful relationships with pupils, treating them equitably with respect and consideration. |
|  | Understand the roles of parents and carers in pupils’ learning and development and demonstrate ability to liase with parents and carers sensitively and effectively. |
|  | Demonstrate a willingness and ability to improve own practices and methodologies through the utilisation of available information, tools, evaluation, observation and discussion with colleagues, mentors and line-managers. |
|  |  |
| **Knowledge & Understanding:** | Demonstrate sufficient understanding of a defined specialist area to support pupils’ learning and an ability to acquire further knowledge to contribute effectively and with confidence to the classes in which they are involved. |
|  | Demonstrate familiarity with the school curriculum, the age related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved. |
|  | Able to understand and recognise desired outcomes of lesson plans. |
|  | Understand the key factors that can affect pupil learning. |
|  | Aware of the statutory frameworks relevant to the role. |
|  | Understand the legal definition of Special Educational Needs (SEN) and are familiar with the guidance about meeting SEN given in the SEN/D Code of Practice. |
|  | Understand a range of strategies to establish a purposeful learning environment and to promote good behaviour. |
|  |  |
| **Planning & Expectations:** | Understand the principles and importance of effective planning and preparation of lessons. |
|  | Understand the principles and importance of feedback to pupils' and colleagues on pupils' learning and behaviour |
|  | Knowledge of teaching resources to meet the diversity of pupils' needs and interests. |
|  | Awareness of learning in out-of-school contexts and related policies and procedures. |
|  |  |
| **Monitoring & Assessment:** | Awareness and understanding of pupil assessment activities.  Follow school marking policy to provide next step marking as agreed with class teacher |
|  |  |
| **Teaching & Learning Activities:** | Able to interest, motivate and advance learning of pupils using clearly structured teaching and learning activities. |
|  | Able to communicate effectively and sensitively with pupils and adults to support their learning. |
|  | Appreciate the importance of inclusion and understand methodologies employed in promoting inclusion for a diverse range of learning activities. |
|  | Understand the use of behaviour management strategies and procedures, which contribute to a purposeful learning environment. |
|  | Understand issues relating to equal opportunities, bullying and harassment and be able to respond effectively to incidents and issues. |
|  | Understand health and safety issues relating to teaching space and resources and be able organise and manage learning activities in a safe environment. |
|  | Understand and be able to use ICT for the advancement of pupils' learning, using common ICT tools for their own and pupils' benefit. |

Signed on behalf of the Governing Body : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Headteacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Postholder: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_