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|  | JOB DESCRIPTIONTEACHING ASSISTANT |
| Salary scale: Harrow G02 8 |

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| **Job title** | Teaching Assistant |
| **Salary scale** | GO2 8 |
| **Responsible to:** | Headteacher |
| **Line Managed by:** | Deputy Headteacher or Assistant Head Teacher or Year Group Leader |
| **Purpose of the job**  Under the direction of a member of the Senior Leadership Team, with the guidance of a class teacher or other line manager, to support with individuals, groups or class of children, in or out of the classroom. This will include those children with an Education, Health and Care Plan (EHCP) or those requiring additional support. | |
| Main duties and responsibilitiesSupport for all pupils and those who have other or additional Special Educational Needs:   * To deliver, with training, daily phonics sessions to a group of children. * To help pupils in various group sizes including whole class, intervention groups and 1:1. * To provide 1:1 support for key children, who may have SEN * Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs. * To help pupils develop study and organisational skills. * To reinforce learning and check understanding. * To keep targeted pupils on task and build motivation. * To give regular feedback to teachers and other staff regarding individual pupil progress. * To evidence and complete progress reports for pupils’ annual reviews and progress meetings. * Supervise and support pupils ensuring their safety and access to learning. * Promote the inclusion and acceptance of all pupils. * Encourage pupils to act independently as appropriate. * Attend to the pupils’ personal needs, including social, health, physical, hygiene, first aid and welfare matters. * To carry out any specific duties as outlined in pupil/s Individual Educational Plan or Personal support plan [IEP/PPP] * To deliver, interventions under the direction of teachers, or senior leaders * To supervise and engage with the children and ensure that they are active in purposeful and co-operative behaviour throughout playtimes/breaks | |
| Support for the Teacher   * Assist in the preparation of learning materials and the learning environment, including the display of pupils' work, creating book/class labels * Manage individuals or small groups of pupils who may have special learning requirements under the guidance of teachers, within or outside the classroom. * Support the teacher in managing pupil behaviour, reporting difficulties as appropriate. * Carry out assessments and gather/report information from/to parents/carers as directed. * Carry out interventions for students as guided by the teacher. * Provide administrative support to teachers e.g. copying, typing, filing, collecting money. * Use and operate ICT systems and equipment for administrative purposes. * Occasionally supervise groups during the absence of the teacher.   Support at Lunchtimes   * To undertake lunch duties which could including setting up and clearing away of the dining halls * To supervising pupils in the dining hall, in the playgrounds, and other parts of the school during lunch periods, helping to organise the dining area and playground space appropriately. * Engage with the children and ensure that they are active in purposeful and co-operative behaviour throughout the lunchtime period. * Supervise a specific area of the playground according to the lunchtime rota e.g. playground equipment; football area; Reception area etc ensuring that you move around and monitor the children. At other times actively engage in children’s play * Encourage role model behaviour through effective and consistent use of the school’s behaviour policy.   Support for the School   * Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns as appropriate. * Be aware of and support difference, ensuring that all pupils have equal access to opportunities to learn and develop. * Support the role of other professionals and attend relevant meetings as required. * Accompany teaching staff and pupils on visits, trips and out of school activities * Work with parents, providing support and guidance as appropriate. * Participate in regular training, professional development and performance management.   Other   * Support the safeguarding of staff and children * Maintain positive working relationships with all staff, parents, children, governors and visitors * Attend school functions as required * Make a positive contribution to public relations by responding to all site visitors and telephone enquiries in a helpful and polite manner * Undertake and when required be part of performance management and relevant training and professional development. * Undertake other various responsibilities as directed by the Headteacher or any member of the Senior Leadership Team | |

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| **Salary scale** | GO2 Point 8 |

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|  | Essential | Desirable |
| Qualifications  &  Legal issues | * Fluent in Spoken English * Maths GCSE Grade C or above (or equivalent) * English GCSE Grade C or above (or equivalent) * NVQ L2 /equivalent or higher in a relevant subject * Legally entitled to work in the UK | * Further professional qualifications for supporting teaching and learning in schools * First Aid Qualification * Graduate with an interest in qualifying as a teacher in the near future |
| Experience | **The Teaching Assistant should have had some experience of:**  Working with young children in a primary school setting. | **In addition, the Teaching Assistant might have experience of:**  Being a paid worker in play schemes, crèches, midday supervision, after-school clubs or similar. |
| Knowledge and understanding | **The Teaching Assistant should have knowledge and understanding of:**   * the needs of young children; * child development and the ways in which children learn; * the national /Foundation Stage curriculum and other basic phonic programmes * the roles played by various adults in a child’s education; * an understanding of equal opportunities and safeguarding in practice; * how to use ICT to support their professional work; * how to contribute to effective personalised provision by taking practical account of diversity; * how to support learners in accessing the curriculum in accordance with the special needs (SEN) Code of Practice and Disabilities Legislation. |  |
| **Aptitude and Abilities** | **The Teaching Assistant should have:**   * the ability to display work effectively, and make and maintain basic teaching resources; * be able support the evaluation of learners’ progress using a range of assessment techniques; * high levels of organisation; * good communication skills with both adults and children; * understanding and practice of confidentiality; * a firm commitment to raising standards and providing a quality education for all pupils; * ability to be a good ‘team member’, including working co-operatively with other staff; | **In addition, the Teaching Assistant might also:**   * be prepared to undertake in-service training in order to increase knowledge and skills; * be willing to take on a range of tasks and utilise a range of skills; |
| Personal characteristics | * Calmness * Confidentiality * Empathy * Enthusiasm * Flexibility * Initiative * Positivity * Fun |  |