



THE TENNYSON

Learning Community

Together in strength and partnership

Teaching Assistant 1

Job Description

Salary Range:	Local Authority NJC – L2
Responsible to:	Head of School
Responsible for:	N/A
Liaison with:	Class Teachers, HLTA's and Teaching Assistants
Terms and Conditions:	NJC Local Government
Commencement	

Main Responsibility

To assist in promoting the learning and personal development of the pupil to whom you are assigned, to enable him/her to make best use of the educational opportunities available to them.

1. Provide support in the classroom to individuals/groups of pupils as directed by the class teacher/line manager (e.g.IEPs, care plans etc.)
2. Follow and implement the school's behaviour and any related policies and procedures. Invigilate tests and examinations as directed.
3. Provide support for learning in the classroom as directed by the class teacher/line manager and help to maintain the order and cleanliness of the classroom environment e.g. putting up displays, (may involve the '21 tasks of the National Agreement)
4. Assist in the supervision of children during the working day, on/off site including for example school visits, swimming; accompany children home or to hospital before and after school.
5. Assist in classroom preparation
6. Under the direction of the Line Manager/Senco/Head teacher develop and maintain supportive relationships with parents, carers and others of the pupil's community. Contribute to the care, health and welfare of pupils in accordance with the relevant school policies and support the outcomes of the Every Child Matters agenda

7. Keep records and provide feedback to teaching and other staff on pupils' behaviour and progress.
8. Maintain and respect confidentiality

Specific Duties and Responsibilities

All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. They are required to support and follow all relevant school policies including those for behaviour and child protection. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment. They should be involved in promoting the acceptance and integration of pupils with special educational needs. They might also be involved assisting pupils for whom English is an additional language

Physical Effort: The job is likely to involve some lifting of children and equipment on a regular basis. Training will be provided where necessary

Working Environment: **There could be a frequent requirement to deal with vomit and bodily fluids when children are unwell or when following care plans**

Context

All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment. A Teaching Assistant at this level could be deployed to support pupils for whom English is an additional language, to support named children with special educational needs (behavioural or medical), or generally.

Physical Effort: The job is likely to involve some lifting of children and equipment on a regular basis. Training will be provided.

Working Environment: There could be a frequent requirement to deal with vomit and bodily fluids when children are unwell.

DBS

This post meets the definition of 'regulated activity' as defined in the Safeguarding Vulnerable Group Act 2006 (as amended)

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also, any adult cautions (simple or conditional), and spent convictions that are not protected as defined by

the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences which are not relevant to, and do not place them at or

make them a risk in, the role for which they are applying. However, in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the Authority.

‘The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment’ Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS). Disclosures are handled in accordance with the DBS Code of Practice which can be accessed from on www.disclosure.gov.uk

CVs will not be accepted for any posts based in schools.

This job description will be reviewed annually to reflect the plans, growth and development of the Tennyson Learning Community. The safety and well-being of our children is central to our ethos and we expect all staff and volunteers to share this commitment. Successful applicants will be required to provide references, undertake an enhanced check through the Disclosure and Barring Service, and comply with the Safeguarding Policy and child protection practices of the Trust.

Date of Annual Review: 01/10

Line Manager: HLTA

Person Specification

Key Criteria for Teaching Assistant 1

	Essential	Desirable
Qualifications	• Willing and able to undertake training and development activities as required.	•
Skills, Abilities and Competencies	• Demonstrable ability to communicate effectively with children and adults. • Basic numeracy to support the learning needs of pupils at the relevant Key Stage. • Basic literacy to support the learning needs of pupils at the relevant Key Stage. • Able to work as a member of a team. • Able to contribute to the support of children in all areas of personal development. • Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English	•
Behavioural Competencies	• Dependability/Attendance	•
Personal Qualities and Interpersonal Skills	• An appreciation of some of the common forms of discrimination.	• An appreciation of the ways in which children learn.