

Teaching Assistant (TA1)-Job description

Grade	Scale TA1 (point range 1-4)
Line managed by	SENCO
Hours	30 hours per week. Term time only plus the school training days (pro rata).

Summary

To support the classroom teacher with their responsibility for the development and education of children, including those with special physical, emotional and educational needs, by utilising detailed knowledge and specialist skills.

Outline of responsibilities and tasks

1. Under the direction of and within an education plan provided by the classroom teacher:
2. Supervise the activities of individuals or groups of children to ensure their safety and facilitate their physical and emotional development.
3. Use specialist skills to undertake those activities necessary to meet the physical and emotional needs of pupils.
4. Use specialist skills to foster the intellectual and social development of children.
5. Undertake those activities necessary to meet the physical and emotional needs of individuals and groups of children, including pupils with educational, physical or emotional special needs.
6. Undertake those activities necessary to foster the intellectual and social development of children.
7. Within competence to assist the teacher in the delivery of educational and developmental work programmes.
8. To monitor and report individual children's progress, achievements, problems and developmental needs to the classroom teacher or designated supervisor as appropriate.
9. Assist the classroom teacher in the planning of work programmes for individuals and groups of children.
10. Provide personal care and physio for an identified student.

Job responsibilities and tasks may include the following under the direction and control of the teacher:

1. To assist the teacher with learning activities generally in the classroom.
2. Contributing to the planning of work to meet the needs of the National Curriculum and individual needs of students.
3. Contributing to the formulation of Individual Learning Plans including attendance at SEN reviews and other meetings relevant to students' needs.
4. To carry out appropriate activities as planned within the classroom or with groups of students including administration of baseline tests.
5. To display and present students' work.
6. Responsibility for all ICT equipment used by the identified student.
7. To prepare and organise teaching resources including the checking and maintaining of classroom equipment and materials including control of stock within the classroom.
8. To prepare resources for lessons and activities.
9. Assistance with the physical manipulation of objects and equipment.
10. General supervision, counselling and discipline of students, within the procedures of the school.
11. To assist the teacher in liaising with parents/carers and professionals such as speech therapists.
12. To assist at an appropriate level with the provision of general care and welfare of students including:
 - assistance with the personal hygiene routine, e.g. toilet training, changing of incontinent students, dressing and undressing;
 - the changing of soiled clothing including its disposal in the appropriate way;

- assisting with students' injuries and where qualified, administering basic first aid;
- (following consultation and agreement) to assist with the administering of medicines under the direction of the appropriate medical staff;
- to assist with the identification and monitoring of students' general health and welfare.

13. Helping the teacher with tasks.

14. Hearing students read.

15. Supporting students to be independent by helping them with tasks.

16. Answering questions from students.

17. Giving spelling exercises if appropriate to the needs of the students.

18. Assisting with supervision of students within the school.

19. Assisting students to access the normal routines of the classroom.

20. Preparation or modification of the work for the student under the direction of the teacher, and supporting the student in carrying out this work.

21. Assisting in the implementation of programmes designed by other professionals such as educational psychologists or speech and language therapists.

22. To contribute to meetings to discuss specific students' progress.

23. Assist with the provision of general care and welfare to students and to be mindful of the need to maintain a safe environment at all times.

24. Adhering to and maintaining school routine and codes of conduct.

25. Supporting the ethos of the school.

26. To assist with the support of group activities within and away from the classroom, for example in PE, swimming, educational visits.

27. To ensure that students are able to safely use equipment and materials provided and be aware of the range of resources available.

28. Promote student independence in learning, and reinforcing students' self-esteem through praise, encouragement and rewards in line with whole school policy.

29. Assisting with the promotion of independence activities and mobility skills.

30. To maintain personal and professional development to meet the changing demands of the job, participate in appropriate training activities and encourage and support staff in their development and training.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed annually and the headteacher reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

Teaching Assistant (TA1)-Person Specification

Criteria	Essential	Desirable	Method of assessment
Experience	<ul style="list-style-type: none"> ▪ Previous experience of working in a classroom environment with students ▪ Previous experience of working in a classroom environment with students who are disabled or have special educational needs 	<ul style="list-style-type: none"> ▪ Previous experience of working in a classroom environment with students who are disabled or have special educational needs ▪ Previous experience of working with 	Application form, interview and references

	<ul style="list-style-type: none"> ▪ Experience of procedures relating to child protection and safeguarding 	students with high level needs	
Skills and attributes	<ul style="list-style-type: none"> ▪ Suitability to work with young children ▪ Able to form and maintain appropriate relationships and personal boundaries with children and young people ▪ Positive attitude to the use of authority and maintaining discipline ▪ Ability to maintain strictest confidentiality and integrity at all times ▪ Ability to encourage high standards of student behaviour at all times ▪ Ability to recognise behaviour giving cause for concern ▪ Ability to supervise and assist students to ensure they make progress ▪ Ability to liaise with other members of staff in a professional manner ▪ Ability to manage own time effectively and demonstrate initiative including establishing priorities within own workload ▪ Ability to work constructively as part of a team or individually, understanding school roles and responsibilities and own position within these ▪ Ability to adhere to working procedures and policies within the school environment ▪ Ability to work under pressure ▪ Ability to relate to students and staff 	Knowledge of the national curriculum	<p>Application form, interview and references. In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:</p> <ul style="list-style-type: none"> ▪ 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 the use of authority and maintaining discipline

	<ul style="list-style-type: none"> ▪ Ability to deal with problems in a positive and systematic manner ▪ Ability to communicate effectively at all levels 		
Personal qualities	<ul style="list-style-type: none"> ▪ A willingness to work with young people and adults. ▪ Ability to use judgement and common sense ▪ Approachable ▪ Ability to prioritise ▪ Ability to work on own initiative ▪ Commitment ▪ Reliable and trustworthy ▪ Flexible approach to work ▪ Honest ▪ Ability to be sensitive to the needs of others ▪ Ability to be supportive ▪ Professionalism ▪ A sense of humour, warmth, energy, stamina and resilience ▪ Ability to take responsibility for dealing with incidents as soon as they occur ▪ Willingness to reflect upon his/her experiences in a critical and constructive manner 		Application form, interview and references
Education and qualifications	<ul style="list-style-type: none"> ▪ To have undertaken a range of training opportunities e.g. NVQ level 2 or above qualification appropriate to the post ▪ GCSE in English and maths ▪ Good IT, numeracy and literacy skills ▪ Willingness to undertake further professional development 	<ul style="list-style-type: none"> ▪ Recognised first aid certificate 	Application form, certificates and interview

The Four Stones Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

