



Job Description

Teaching Assistant Weedon Bec Primary School

RESPONSIBLE TO: TEACHER/HEAD OF SCHOOL

LIAISES WITH: ALL STAFF

WORKING HOURS: 30.8 HOURS PER WEEK (8:40AM TO 3:20PM) MONDAY TO FRIDAY 38 WEEKS + 5 TRAINING DAYS PER YEAR

SALARY: POINT 3 - 4

Purpose of the job

Support the class teacher:

To enable access to learning for all abilities in order to continue to raise standards and to assist the teacher in the management and development of pupils' academic, social and emotional well-being. Work may be carried out in the classrooms or outside the main teaching areas.

Support Lunchtime and some breaktime sessions:

To support pupils with specific SEMH needs to interact successfully with their peers.

Specific Accountabilities

Key Features:

Support for pupils:

- Develop knowledge of all pupils socially, emotionally and academically including home circumstances, barriers to learning etc.
- Gain a specific understanding of the learning needs of the pupils to be supported whatever their ability
- Supervise and provide particular support for pupils, ensuring their safety and access to learning activities, this may be individuals or groups of any ability within the class
- Aid pupils' learning, as effectively as possible, both in group situations and independently by, for example:

- clarifying and explaining instructions;
- encouraging children to listen to the class teacher and then explain what they are expected to do
- ensuring that children are able to use equipment and materials provided safely and with precision;
- assisting in weaker areas, e.g. language, behaviour, social skills, reading, spelling, maths, handwriting/presentation;
- helping in stronger areas to use and apply knowledge and understanding to more open-ended tasks
- helping children to concentrate well and finish work set and become autonomous in this
- meeting physical needs as required whilst encouraging independence
- assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes within the class where possible
- developing appropriate resources to support the children
- providing support for individual children inside and outside the classroom to enable them to interact socially and cooperatively with others and engage in activities led by the teacher
- establishing a constructive relationship with the pupils and interact with them calmly, respectfully and firmly when necessary
- Promote the inclusion and acceptance of all children
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide the necessary pastoral care to enable children to feel secure and happy
- Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher

Support for the Teacher

- Assist the class teacher (and other professionals as appropriate), in the development and planning of a suitable programme of support for specific pupils if necessary
- Inform yourself of weekly plans in advance of the lesson so that you are able to prepare appropriately, with the support of the teacher, for the group you will be supporting
- Monitor pupil's responses to learning activities and accurately record achievement as directed
- Provide detailed and regular feedback about the children to the teacher
- Contribute to the maintenance of children's progress records
- Participate in the evaluation of the support programme of specific pupils
- Promote good behaviour, dealing promptly with conflicts and incidents in line with the school's established policy, and encourage children to take responsibility for their own behaviour
- Establish constructive relationships with parents/carers
- Administer routine tests and undertake routine marking of children's work as directed by the teacher, of groups that have been supported by you
- Support class teachers in photocopying and other tasks in order to support teaching

Support for the Curriculum:

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses to everyday assessment
- Undertake intervention programmes as agreed with SENDCo and class teacher, recording achievement and progress, and feeding back to the teacher
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use

- Assist with the preparation and maintenance of equipment/resources required to meet lesson plans/relevant learning activities to support the delivery of an enriched curriculum

Support for the school:

- Be aware of and comply with the procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of, and support difference, ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos, vision and aims of the school
- Appreciate and support the roles of other professionals
- Attend and participate in relevant meetings and training as required
- Where appropriate, develop a relationship to foster links between home and school
- Liaise, advise and consult with other members of the team supporting the children as appropriate
- Contribute to reviews of children's progress as appropriate
- Set a good example in terms of dress, punctuality, attitude, collaboration, respect and attendance
- Prepare and present displays of children's work as required
- Carry out lunchtime supervision of specific children and playground duties on a rota
- Accompany teacher and children on educational visits
- Undertake other duties from time to time as required by the Head of School or Class Teacher

Arrangements for appraisal of performance

The role of the Teaching Assistant will be monitored through the school's performance management programme and by the usual monitoring systems of the Senior Leadership Team.

This job description sets out the duties of the post at the time it was drawn up. The post holder may be required from time to time to undertake other duties within the school as may be reasonably expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post.

Person Specification

Teaching Assistant Weedon Bec Primary School

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form. If you are selected for an interview you may also be asked to undertake practical tests to cover the skills and abilities shown below.

	Essential (E) Desirable (D)	Tested By
Qualifications and Experience		
Positive experience of working with children in an educational setting/primary aged children	E	A, I, T
Evidence of relevant training/development	E	A, C, I
Good Mathematical and English skills including good spelling (minimum Level 3 equivalent)	E	A, C, T
A basic understanding of principles of child development and learning processes	D	I, T
First Aid qualification or willingness to train	D	C, I
Skills & Knowledge		
Able to demonstrate an interest in working with and interacting with children	E	A, I, T
Able to interpret the objectives/activities of a lesson and assist a child to achieve them at their own level	E	A, I, T
Able to identify issues children may experience and how they can be resolved	E	A, I, T
Ability to use ICT well enough to be able to support pupils (guided by teacher) to use tablets, iPads, laptops, cameras	E	A, I
An understanding of/and the ability to comply with the school's Child Protection, Health and Safety, Equal Opportunities policies and to implement the Behaviour and other relevant policies in the school	E	A, I
An understanding of the current National Curriculum for Primary aged children	D	A, I
Working with People		
Good communication and listening skills	E	A, I, T
Able to relate well to children and adults	E	A, I, T
Able to review pupil's performance and feed-back progress to the teacher about how specific targets have been met	E	A, I
Able to use basic word processing, email and databases well enough for school based record keeping	E	A, I
Able to work independently but to keep others informed – both verbally and in written form e.g. emails, record sheets	E	A, I
Understand the need for confidentiality when required	E	A, I
Patience, co-operation, problem solving approach, adaptable and a caring nature	E	A, I
Understanding your roles and responsibilities and your contribution to pupils' learning	E	A, I
Additional work elements		

Physical Effort and/or Strain	<ul style="list-style-type: none"> • Job holders regularly move around during their normal working pattern, walking standing and sitting with pupils • Job holders may set out PE equipment and will have help in moving heavy equipment
Working Environment	<ul style="list-style-type: none"> • Job holders may carry out playground duties in variable weather conditions; however there is usually indoor play during bad weather • Very occasionally job holders are required to clean up toilet accidents and help clean up children who have been ill
Disclosure & Barring Service	<ul style="list-style-type: none"> • Job holders will be required to undergo a DBS clearance, medical clearance, provide two successful references and original evidence of qualifications

A – Application Form, **C** – Certificates, **I** – Interview, **T** - Task