

## **Job Profile**

<b>West Hill Primary School</b>				
<b>Job Number</b>	<b>Post Title</b>	<b>Grade</b>	<b>Points</b>	<b>Date</b>
A8485 (formerly A8761)	Teaching Assistant – Teaching and Learning	Grade 4	358 NJC	April 2008

### **Reporting Relationships**

**Responsible to:** Headteacher

**Responsible for:** N/A

### **School Purpose and Values**

*Example*

*Learning is what we are about. We want our students to be fully engaged in their learning and to recognise that they have a part to play in their own education. To foster this our students are taught how to learn through the development of personal learning and thinking skills alongside co-operative learning. These skills provide the qualities needed for success in learning and life.*

### **Purpose and values of department**

*Example*

*The Department is moving forward at a rapid pace. Teaching and Learning has massively improved due to a range of new initiatives and a clear focus on enabling every child to achieve their potential. New schemes of work across all the key stages have ensured that lessons are skill based and that classroom interaction is dynamic and stimulating. Accurate assessment is essential and this year we have placed a huge emphasis on making both formative and summative assessment far more rigorous. Recent OFSTED lesson observations rated teaching in the department as “good” and assessment as “exemplary”.*

### **Statement of Purpose**

*To work under the direct instruction of teaching staff, usually in the classroom with the teacher. Provide specific support to the teacher in the care of pupils and management of the classroom. Work may be carried out in the classroom or outside the main teaching area.*

*Assist teachers in the following:*

### **Support to Pupils**

- Provide pastoral support to pupils within the school environment.
- Assist children in matters of personal needs and their general health including first aid and welfare matters.
- Provide structured support in accordance with specific work programmes designed and supervised by individual teachers
- To contribute to raising standards by ensuring high expectations are promoted for pupils.
- Involvement in the implementation of Individual Education/Behaviour/Support/Mentoring plans.
- Arrange medical/dental visits as appropriate.
- Provide general support to pupils, ensuring their safety, by complying with good H&S practice.

- *Accompany teaching staff and pupils on visits, trips and out of school activities as required.<sup>1</sup>*
- Encourage pupils to interact with others and engage in activities led by the teacher.

## **Support to Teacher**

- Provide structured support in accordance with specific work programmes designed and supervised by individual teachers.
- Support the teacher in the development and implementation of Individual Education/Behaviour Plans.
- Assist in maintaining classroom discipline through the implementation of the schools behaviour management strategies.
- Provide support to pupils to achieve learning goals, e.g. guided reading.
- Supervise pupils for a particular curriculum activity under the supervision and guidance of a qualified teacher.
- Assist the teacher with the planning of learning activities.
- Assist the teacher in monitoring pupils' responses to learning activities and accurately record achievement/progress as directed.
- Co-ordinate and organise pupils attending extra curricular activities/work experience or other out of school activities under guidance of teacher.
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Provide general admin support, for classroom activities e.g. produce worksheets for agreed activities etc.

## **Support to Curriculum**

- To provide support in literacy/numeracy/SEN strategies.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Contribute to curriculum planning, evaluation and implementation.
- Contribute to development of school policies and procedures by participation in working groups.
- Contribute to the development, preparation and dissemination of appropriate materials.

## **Professional Accountabilities** (this list is not exhaustive and should reflect the ethos of the school)

The post holder is required to be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. In addition they are to contribute to the achievement of the school's objectives through:

### **Safeguarding**

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.

### **Financial Management**

- Personally accountable for delivering services efficiently, efficiently within budget and to implement any approved savings and investment allocated to the service area.

### **People Management**

- To comply and engage with people management policies and processes

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<sup>1</sup> Every effort should be made to ensure support is within contractual hours

- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths, areas of expertise and use these to advise and support others.

#### **Equalities**

- Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

#### **Climate Change**

- Delivering energy conservation practices in line with the County Council's corporate climate change strategy.

#### **Health and Safety**

- Ensure a work environment that protects people's health and safety and that promotes welfare and which is in accordance with the County Council's Health and Safety policy.

#### **Note 1:**

***The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.***

**Person Specification**  
**Teaching Assistant – Teaching and Learning**  
**Level 2**

Minimum Criteria for Two Ticks *	Criteria	Measured by
	<b>Experience</b> <ul style="list-style-type: none"> <li>Supporting children's learning in a school.</li> </ul>	A
	<b>Qualifications/Training</b> <ul style="list-style-type: none"> <li>Good numeracy/literacy skills.</li> <li>Completion of DfES Teacher Assistant Induction Programme.</li> <li>NVQ 2 for Teaching Assistants (or demonstrate equivalent knowledge skills and experience).</li> <li>First aid training as appropriate (e.g. emergency first aid course).</li> </ul>	I
	<b>Knowledge/Skills</b> <ul style="list-style-type: none"> <li>Understanding of relevant policies/codes of practice.</li> <li>Good understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years.</li> <li>Use of other equipment technology – video, photocopier.</li> <li>Well-developed interpersonal skills to be able to relate well to a wide range of people.</li> <li>Work constructively as part of a team whilst being able to demonstrate initiative.</li> <li>Good communication skills.</li> <li>Effective use of ICT to support learning.</li> <li>Willing to work towards NVQ Level 3 or recognised equivalent.</li> </ul>	A/I
	<b>Behavioural Attributes</b> <ul style="list-style-type: none"> <li>Customer focused.</li> <li>Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect.</li> <li>Open, honest and an active listener.</li> <li>Takes responsibility and accountability.</li> <li>Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service.</li> <li>Demonstrates a "can do" attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations.</li> <li>Is committed to the provision and improvement of quality service provision.</li> <li>Is adaptable to change/embraces and welcomes change.</li> <li>Acts with pace and urgency being energetic, enthusiastic and decisive.</li> </ul>	A/I

	<ul style="list-style-type: none"> <li>• Communicates effectively.</li> <li>• Has the ability to learn from experiences and challenges.</li> <li>• Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.</li> </ul>	
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A = Assessed at Application

I = Assessed at Interview

T = Assessed through Test

**Note 1:**

*In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:*

- **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 use of authority and maintaining discipline.**



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

We are proud to display the **Two Ticks Symbol**, which is a recognition given by Jobcentre plus to employers who agree to meet specific requirements regarding the recruitment, employment, retention and career development of disabled people.

If you need a copy of this information in large print, Braille, another language, on cassette or disc, please ask us by contacting the  
**SSC Recruitment Team on 01785 276480**