

# Job Description

<b>POSITION</b>	Teaching Assistant
<b>GRADE</b>	Scale 4, Spine Points 8-10
<b>SCHOOL</b>	St Mark's C of E Primary School
<b>RESPONSIBLE TO</b>	Deputy Head

## PURPOSE OF THE JOB

To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils, to encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.

## Main Duties

1. Work as part of the staff team at the direction of the Head Teacher/SENCO/Class Teacher to support teaching provision and pupils' learning.
2. Under the guidance of the Class Teacher, to work with individuals and groups of pupils in class, including those pupils with additional educational needs, Special Educational Needs or EHCP, to help them to achieve to the best of their ability.
3. At the direction of the Class Teacher, to help to plan and organise learning activities. Help to develop and prepare resources, and plan and implement strategies for teaching and learning for individuals and groups of pupils, taking into account their specific needs, including Special Educational Needs.
4. Support the teaching of and help provide children with full access to the curriculum. Be familiar with lesson plans, targets and learning objectives.
5. Monitor the progress of identified pupils, keep written records consistent with school systems and provide the teacher with feedback on pupil progress in relation to provision.
6. Provide support for pupils' emotional and social development by encouraging and modelling positive behaviour, and dealing with disruption as agreed in the school's Behaviour Policy. Contribute to programmes of support for identified pupils.
7. Ensure the physical welfare of pupils and assist pupils with their physical needs as appropriate and agreed.
8. Communicate and liaise effectively with other members of the school staff.
9. Under the direction of the Class Teacher, communicate and liaise with professionals from outside the school and implement their advice in provision for individuals or groups of pupils.
10. Under the guidance of the SENCO, contribute to setting targets and to reviews. Attend and contribute to meetings to review pupils' progress, and contribute to written reports.
11. In collaboration with the Class Teacher, communicate and liaise with parents and carers to facilitate the progress and inclusion of pupils, e.g. by acting as appropriate or implementing home-school liaison systems.
12. Supervise pupils in the playground and plan and organise play time activities.
13. Attend outings with pupils, in accordance with school policies and safety guidelines, providing assistance with pupils' care and welfare and with the learning activities undertaken.
14. Undertake any other reasonable duties from time to time as may be directed by the SENCO and their nominee.

**Personal responsibilities**

1. Be aware of key school plans, policies and procedures, especially the School Development and improvement plan, Health and Safety Procedures and Child Protection Procedures and to promote the safeguarding of children.
2. Take part in Performance Management in order to identify and agree development and training needs.
3. Within your contracted hours, and as identified in Performance Management Processes, undertake specific training such as may be required to enable you to provide the school with effective support. This may include accredited training, training in a particular area of SEN, or in particular aspects of the curriculum, in behaviour management or particular areas of learning need. Training may be provided centrally or in school.
4. Within your contracted hours, attend staff meetings as required.
5. Understand the specific learning and physical needs of the pupils you support, and know how to respond appropriately.
6. Respect the confidentiality of pupil information and respond sensitively to pupils' needs.

**Equal Opportunities**

The post holder will be expected to carry out all duties in the context of and in compliance with the school's Equal Opportunities Policies.

Date of issue: .....  
Signature of Post holder .....  
Signature of Headteacher .....

# Person Specification

## EDUCATION, EXPERIENCE & ABILITIES

- Demonstrable levels of numeracy & literacy equivalent to GCSE (A-C) (or by test).
- Attend school training sessions.
- Experience of working with children in Early Years and KS1 (either paid or unpaid capacity) preferably in an education setting.
- NVQ Level 3 (or working towards) or equivalent accredited qualification.
- Evidence of specialism in specific curriculum areas or areas of particular learning difficulty.
- Able to form and maintain appropriate professional relationships and boundaries with children and young people.
- Ability and willingness to work as part of a team
- Ability to supervise pupils effectively both in and out of school in line with the school's behaviour policy.
- Ability to communicate effectively and clearly both orally and in writing with a range of people.
- Ability to organise the classroom activities e.g. preparing and setting out resources (under direction).
- Ability to organise the classroom activities e.g. preparing and setting out resources and implementing strategies for T&L (under direction).
- Ability to deal with sensitive information in a confidential manner.
- Understanding of basic First Aid procedures.
- Knowledge & understanding of the National Curriculum specifically relating to English and Maths.
- A commitment to providing a responsive and supportive service and a willingness to constantly seek ways of improving the school.
- A commitment to deliver services within the framework of the school's equal opportunities policy.
- Understanding of and commitment to work within the scope of school policies and procedures.
- Knowledge & understanding of the school's health and safety policy and child protection procedures.
- An understanding of the importance of lesson plans, IEPs and learning objectives and to contribute to their learning.
- Willingness to attend and participate in meetings to review pupils' progress.
- An awareness of the learning and physical needs of the pupils.
- Ability to monitor and evaluate pupils' performance.
- Ability to update and maintain accurate pupil records using the school's systems in place.
- A commitment to professional development and training.