

## **Job Description –Teaching Assistant**

### **Purpose of job**

- Support access to learning for all pupils through 1:1, group or whole class support and/or interventions
- Provide general support to the teacher in the management of pupils in the classroom.
- To supervise and support pupils to develop play during break times and lunchtimes
- To support pupil behaviour at all times.

### **General**

- Conduct yourself at all times in a way that is in keeping with working in a professional environment, with children
- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English
- Any other duties required by the Headteacher which is within the scope of this post.

### **Personal and professional conduct**

All school staff should demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct at Osidge School.

- Have high regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a professional position in a school
- Show tolerance of and respect for the rights of others
- Have proper and professional regard for the policies and practices of the school and maintain high standards in their own attendance and punctuality.
- To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.

### **Support for the Pupils**

- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Assist pupils to access the full curriculum. Be familiar with ILP targets and associated actions.
- Attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters
- Supervise and support pupils ensuring their safety and access to learning
- Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs
- Promote the inclusion and acceptance of all pupils
- Encourage pupils to interact with others and engage in activities led by the teacher
- Encourage pupils to act independently as appropriate

- Take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, using praise, sanctions and rewards consistently and fairly
- Manage pupils effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.
- Understand and implement school safeguarding procedures and comply with legal responsibilities.
- Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.
- Provide support and assistance for children's pastoral needs, for example, dressing, caring for sick, injured or distressed children.

## **Support for Teachers**

- Access planning to ensure you are prepared for each lesson, develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil need.
- Together with teachers, evaluate pupils' progress through a range of assessment activities.
- Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual or group needs.
- Assist in maintaining and analysing records of pupils' progress
- Provide detailed feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers
- Undertake pupil record keeping as requested
- Provide clerical or admin support, e.g. photocopying, typing, filing, etc.

## **Support for the Curriculum**

- Support pupils to understand instructions
- Support pupils in respect of local and national learning strategies e.g. English, Maths, EYFS, as directed by the teacher
- Support pupils in using IT as directed
- Prepare and maintain equipment and resources as directed by the teacher and assist pupils in their use

## **Support for the School**

- Supervise pupils in the playground and dining room and coordinate play time activities.
- Appreciate and support the role of other professionals
- Attend relevant meetings as required
- Participate in training and other learning activities and performance management as required
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime
- Accompany teaching staff and pupils on visits, trips and out of school activities as required

- Assist teachers by receiving instructions directly from professional or specialist support staff involved in the children's education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists, and physiotherapists.
- Support on educational visits and other extra-curricular activities when appropriate

## **Team Working**

- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Discuss and agree with phase leader/SENDco the support needed for each class or subject area
- Ensure the needs of each pupil with a statement and pupils on the SEN register are met
- Identify any pupils causing concern and report to the teacher, phase leader and SENDCO if appropriate
- Store safely all books and equipment provided by the school
- Account for all textbooks and equipment at the end of the school year
- Support the class teacher to change displays regularly, at least once each half term
- Ensure that designated areas of the corridors or resource area are also used to display work
- Participate in the annual performance appraisal and to agree, with your line manager, targets for the following year.
- Carry out any other duties specified by the Head Teacher within the scope of the job.

The list of duties in the job description should not be regarded as exclusive or exhaustive. In order to deliver the service effectively a degree of flexibility is needed. There will be other duties and requirements associated with your job and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required. Such duties however will fall within the scope of the post at the appropriate grade.

## Person Specification - Teaching Assistant

The person specification sets out the criteria to be used in determining whether an individual is likely to be able to undertake the duties in the job description.

<b>EDUCATION &amp; EXPERIENCE</b>	<b>E – Essential D - Desirable</b>
1. Meet TA standards or equivalent qualification or experience.	D
2. Hold relevant qualifications at a level equivalent to at least NVQ Level 2.	D
3. Demonstrable levels of numeracy & literacy equivalent to GCSE (A-C) or NVQ Level 2 (or by test)	E D
4. Experience of working with children (either paid or unpaid capacity) preferably in an education setting.	
<b>KNOWLEDGE &amp; UNDERSTANDING</b>	
5. Knowledge & understanding of the National Curriculum	D
6. Understanding of behaviour management strategies.	E
7. Understanding of First Aid procedures.	D
<b>SKILLS</b>	
8. Effective oral and written communication skills.	E
9. Excellent interpersonal skills both in working relationship with young pupils and in forming effective professional relationships with a wide range of contacts.	E
10. Good organisational and time management skills.	E
11. Sound IT skills to support learning and maintain electronic information systems.	D
<b>ABILITIES</b>	
12. Able to form and maintain appropriate professional relationships and boundaries with children and young people.	E
13. Ability and willingness to work constructively as part of a team	E
14. Ability to supervise pupils effectively both in and out of school in line with the school's behaviour policy.	E
15. Ability to organise the classroom activities e.g. preparing and setting out resources and implementing strategies for T&L.	E
16. Ability to deal with sensitive information in a confidential manner.	E
17. Ability to use own initiative and work flexibly.	D
18. Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	E
<b>OTHER</b>	
19. Willingness to attend school training sessions.	E
20. An understanding of and a genuine commitment to Equal Opportunities.	E