

JOB DESCRIPTION

Job Title: Teaching Assistant
Grade: 5 - TA3 Enhanced
SCP: 7 - 14
Location: Rosa Street Primary and Nursery School
Reporting to: Headteacher

Purpose of the role (job statement)

To work with teachers to support teaching and learning, providing specialist support to the teacher in aspects of the curriculum, age range or additional needs

General:

- Treat all pupils with respect and provide for their personal, educational and learning needs.
- Be a member of the team who make up the whole school staff.
- Be aware of the differing needs of pupils.
- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.
- Assist with the development and implementation of Education Health Care Plans
- Set challenging and demanding expectations and promote self-esteem and independence of our young learners.
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
- To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparation and delivering learning activities for individuals, groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development.

SUPPORT FOR THE TEACHER

- Have a sound knowledge and experience of the National Curriculum
- Use strategies, in liaison with the teacher, to support pupils to achieve Age Related Expectations
- Assist with the planning and organisation of learning activities.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed
- Establish constructive relationships with parents/carers
- Carry out long and short observations
- Assist with the maintenance of pupils' records
- Support groups within the class – e.g. phonics, circle times and focussed activities
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Undertake programmes of intervention, recording achievement and progress and feeding back to the teacher

- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use
- Assist in the display and presentation of learning cues and pupils work inside and outside of the classroom environment as required

Key Area: Curriculum Delivery

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.
- Work unsupervised with individual children, small groups and whole class under the overall supervision of the class teacher.

Key Area: Support for Teachers

- Organise and manage appropriate learning environment and resources.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Supporting the role of parents and carers in pupils' learning and contribute to/lead meetings with parents/carers to provide constructive feedback on pupil progress/achievement etc.

SUPPORT FOR THE SCHOOL

- Undertake training and CPD as required
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunch time as required
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
- Be a role model for pupils and colleagues in terms of behaviour and attitude
- Be punctual and professional at all times

Key Area: Pastoral Care

- Know the individual children.

- Talk to and listen to children.
- Communicate with parents and external agencies.
- Communicate with other team members.
- Contribute to both the physical and emotional health, and the well-being of the children.
- Be prepared to care for the intimate needs of specific children if required.

Key Area: Support for the School

- Contribute to the overall ethos/work/aims of the school.
- Comply with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to the appropriate person.
- Be aware of and support equality and diversity policies and ensure all pupils have equal access to opportunities to learn and develop.

Person Specification

	Essential	Desirable
Qualification	<ul style="list-style-type: none"> • Relevant Qualification at NVQ Level 3, CACHE Level 3, BTEC National Diploma, NNEB or equivalent • GCSEs at grades 9 to 4 (A* to C) in Maths and English 	<ul style="list-style-type: none"> • Specialist training in curriculum or learning area as appropriate • Training in relevant learning strategies e.g. phonics
Knowledge	<ul style="list-style-type: none"> • A sound knowledge of the National Curriculum 	
Skills & Experience	<ul style="list-style-type: none"> • Employed/volunteered as a TA previously in a primary school • Demonstrate an ability to use skills, expertise and experience to support pupil learning • Ability to relate well to children and adults • Work constructively as part of a team, understanding roles and responsibilities and your own position within these • Can use IT effectively to support learning and for administration purposes • Good communication skills • Ability to work within the Trust and School's policies and guidelines • Experience of assessing and recording children's achievements using assessments 	<ul style="list-style-type: none"> • Good understanding of child development and learning processes • Full working knowledge of relevant policies/codes of practice/legislation • Understanding of statutory frameworks relating to teaching • Supported a SEND pupil • Understanding of pupil's additional needs in relation e.g. to ASD
Personal qualities	<ul style="list-style-type: none"> • Constant desire to improve own and team practice/knowledge through evaluation and professional development • Calm and positive approach • Sensitive to the needs of children and their parents/carers • Sense of humour and love of school life • Understanding of and willingness to support, the values and wider opportunities that school offers 	