



## WESTCOUNTRY SCHOOLS TRUST JOB DESCRIPTION

|                           |   |
|---------------------------|---|
| <b>Job Title:</b>         | Teaching Assistant  |
| <b>Location:</b>          | Otterham Primary School   |
| <b>Grade/salary:</b>      | Band D1 £24415 to D5 £24796 Annually (FTE)  |
| <b>Contract:</b>          | Fixed Term  |
| <b>Hours:</b>             | 30 Hours Per Week   |
| <b>Reports to:</b>        | Headteacher   |
| <b>Key relationships:</b> | <b>Internal:</b> School Senior Leadership Team, Staff, Pupils<br><b>External:</b> Parents, visitors to the school |

### **Job Purpose**

The Teaching Assistant supports the effective operation of the trust and works to uphold and promote its vision and values.

To work under the direct instruction of teaching/senior staff, usually in the classroom with the teacher, to support access to learning and assist the teacher in the management of pupils and the classroom. Work might occasionally, but not regularly, take place outside the main teaching area. This role requires the ability to fulfil all spoken aspects of the role with confidence.

### **Duties and Responsibilities**

At all times demonstrate and uphold WeST's core values, ensuring that behaviour, actions and decisions align with the principles that guide our work.

#### Support the teacher by:

- Preparing the classroom as directed for lessons and clearing afterwards
- Assisting with the display of pupils work
- Being aware of pupil problems/progress/achievements and reporting these to the teacher as agreed
- Undertaking pupil record keeping as requested
- Being aware of/working within planned learning activities
- Occasional contribution to planning e.g. for individual pupils, general literacy/numeracy
- Working with the teacher in managing pupil behaviour and reporting difficulties as appropriate
- Gathering/reporting information from/to parents/carers as directed
- Invigilating/administering routine tests/exams
- Providing clerical/administrative support e.g. photocopying, typing, filing, collecting money etc.

#### Supporting pupils by:

- Supervising and providing support for pupils, including those with special needs, ensuring their safety and access to learning
- Attending to the pupils' personal needs, and implementing related personal programmes, including social, health, physical, hygiene, first aid and welfare matters
- Establishing good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs
- Promoting the inclusion and acceptance of all pupils
- Encouraging pupils to interact with others and to engage in activities led by the teacher
- Encouraging pupils to act independently as appropriate

Support the curriculum by:

- Supporting pupils to understand instructions
- Supporting pupils in respect of local and national learning strategies e.g. literacy, numeracy, KS3, early years etc. as directed by the teacher
- Supporting pupils using ICT as directed
- Preparing and maintaining equipment/resources as directed by the teacher and assisting pupils in their use

Support the school by:

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person (DSL / DDSL)
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop
- Contributing to the overall ethos/work/aims of the school
- Appreciating and supporting the role of other professionals
- Attending relevant meetings as required
- Participating in training and other learning activities and performance development as required
- Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtimes as required
- Accompanying teaching staff and pupils on visits, trips and out of school activities as required
- To assist with the production and analysis of regular reports on activity for use at management meetings and feedback, as appropriate for the role.

To comply with and promote all Trust policies, including Safeguarding, Health and Safety, and Equality & Diversity.

To act in accordance with, and actively promote, all Trust policies, including Safeguarding, Health and Safety and Equality & Diversity.

To participate in Continuing Professional Development (CPD relevant to the role and to engage in Performance Development Reviews (PDRs).

Preparing and contributing to Trust wide development by sharing best practice and delivering/receiving professional feedback.

To retain confidentiality and maintain data and/or files in accordance with Trust policies for data governance, as appropriate for the role.

*This job description provides a general reflection of the main duties and responsibilities of the post at the date of production. You may be expected to take on other reasonable activities deemed to be within the character of the post to assist in efficient service delivery. The duties may change over time as requirements and circumstances evolve without changing the general character of the post or level of responsibility.*

| <b>Method of Assessment</b><br>The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.  | Essential or Desirable   | Application Form | Interview (or other selection activity) |
|--|--|------------------|---|
|  | <b>VALUES-BASED BEHAVIOURS - It is important to us that your values align with ours:</b> |                  |   |
| <b>Compassion:</b>   |  |                  |   |
| Recognising need in others and acting with positive intention to promote well-being and improve outcomes   | E  | X                | X                                       |
| <b>Aspiration:</b>   |  |                  |   |
| Works to high expectations, modelling the delivery of high-quality outcomes  | E  | X                | X                                       |
| Showing passion, persistence and resilience in seeking creative solutions to strive for continuous improvement and excellence  | E  | X                | X                                       |
| <b>Integrity:</b>  |  |                  |   |
| Acting always in the interests of children and young people,   | E  | X                | X                                       |
| Acting with a consistent and uncompromising adherence to strong moral and ethical principles   | E  | X                | X                                       |
| Communicating with transparency and respect, creating a working environment based on trust and honesty   | E  | X                | X                                       |
| <b>Collaboration:</b>  |  |                  |   |
| Creating a shared vision and working effectively across boundaries in an equitable and inclusive way to skilfully influence and engage others  | E  | X                | X                                       |
| <b>QUALIFICATIONS:</b>   |  |                  |   |
| Good numeracy/literacy skills Requirement to participate in training/development as/when identified by line manager as essential for performance of the post Willingness to participate in other development and training opportunities  | E  | X                | X                                       |
| <b>EXPERIENCE:</b>   |  |                  |   |
| Working with or caring for children of relevant age, or completion of the DCC TA Access Course   | D  | X                | X                                       |
| <b>KNOWLEDGE, SKILLS AND ABILITIES:</b>  |  |                  |   |
| Ability to use technology to a basic level – e.g. computer, video, photocopier etc. Ability to relate well to children and adults. Ability to fulfil all spoken aspects of the role with confidence and fluency in English. Ability to work constructively as part of a team, to understand classroom roles and responsibilities and to understand own position within these | E  | X                | X                                       |
| <b>FURTHER REQUIREMENTS:</b>   |  |                  |   |
|  |  |                  |   |