

## CHILDREN AND LIFELONG LEARNING – HR SERVICES

Oxhey First School				
Job No.	Post Title	Grade	JE Pts	Date
C1198	Teaching Assistant – Teaching and Learning (Occasional Cover) Level 3	Grade 4	358 NJC	April 2008

### 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

- To act as Cover Supervisor during teacher absence under the direction of a teacher/designated member of staff. *Cover will be in accordance with the nationally agreed protocols and as provided for in the Education Act 2002. (The role of Cover Supervisor will be to supervise and take sole responsibility, for short term cover only, for a class/group who are undertaking pre-planned work or where pupils are able to undertake effective, self directed learning<sup>1</sup>.)*
- 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.

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<sup>(1)</sup> Please see WAMG guidance notes on cover supervision. A cover supervisor will contribute to the delivery of learning, but will not be expected to deliver lessons unless guidance and supervision is available from a suitably qualified member of staff. The Headteacher must be satisfied that the post holder has the skills, expertise and experience to undertake the cover role.

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

## CHILDREN AND LIFELONG LEARNING – HR SERVICES

- 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.

### Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- 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.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required.<sup>2</sup>
- Participate in training and other learning activities and performance development as required. (See footnote 1.)
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.

#### **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.***

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<sup>2</sup> Every effort should be made to ensure support is within contractual hours

**Person Specification**  
**Teaching Assistant – Teaching and Learning (Occasional Cover)**  
**Level 3**

Essential Criteria	Measured By
<b>Experience</b> <ul style="list-style-type: none"> <li>Supporting children’s learning in a school.</li> </ul>	AF/I
<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 3 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>	T AF/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>	AF/I /A

## CHILDREN AND LIFELONG LEARNING – HR SERVICES

<p><b>Behavioural Attributes</b></p> <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><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>	AF/I		
AF - Application form	A – Assessment	I – Interview	T - 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.***