



## JOB DESCRIPTION

<b>Job Title:</b>	Teaching Assistant
<b>Location:</b>	Across Westcountry Schools Trust (initially based at Holbeton Primary School)
<b>Grade/salary:</b>	Devon NJC Grade C annual salary: £17,922 - £18,497 (pro rata £25,583 - £26,403)
<b>Hours:</b>	Monday: 8.00am – 3.30pm Tuesday: 8.00am – 3.30pm Wednesday: 8.00am – 3.00pm Thursday: 8.00am – 3.00pm Friday: 8.00am – 3.00pm
<b>Hours per week</b>	31 hours per week, 38 week per year
<b>Reports to:</b>	Headteacher
<b>Responsible for:</b>	n/a
<b>Key relationships:</b>	Class Teacher, SENDCo and Headteacher

### Job Purpose

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

We are seeking an enthusiastic and caring Teaching Assistant to provide support to a child with an EHCP. In this role, you will work closely with the child to help them access the curriculum, participate in activities, and reach their full potential. You will be an integral part of their educational journey, offering support and guidance while fostering a positive and inclusive learning environment. This is a fixed term contract, linked to EHCP funding.

We are looking for someone who:

- Previous experience working as a Teaching Assistant is preferred.

- Patience, empathy, and a passion for supporting children with SEN • Excellent communication and interpersonal skills.
- Ability to work as part of a team and independently.
- A positive and flexible attitude towards working with children with diverse needs

### Key Duties and Responsibilities

1. At all times demonstrate and uphold WeST's core values, ensuring that behaviour, actions and decisions align with the principles that guide our work.
2. To work under the instruction guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or may regularly take place outside the main teaching area.

This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.

To work under instruction/guidance to enable access to learning by:

- Attending to the welfare and personal care of pupils including those with special educational needs
- Delivering pre-determined learning/care/support programmes
- Implementing literacy/numeracy programmes
- Assisting with the planning cycle
- Undertaking general clerical/administrative support for the teacher/department

Support the class teacher by:

- Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans
- Assisting with the display of pupils work
- Using strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Assisting with the planning of learning activities on a regular basis
- Monitoring pupils responses to learning activities and accurately recording achievement/progress as directed
- Providing detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Promoting good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour

- Establishing constructive relationships with parents/carers and where appropriate participating in feedback sessions with parents alongside the teacher
- Administering routine tests, invigilating exams and undertaking routine marking of pupils work
- Providing clerical/administrative support e.g. photocopying, typing, filing, money, administration of course work etc.

Support pupils by:

- Supervising and providing particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care Programmes
- Establishing constructive relationships with pupils and interacting with them according 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
- Setting challenging and demanding expectations and promoting self-esteem and independence
- Providing feedback to pupils in relation to progress and achievement under the guidance of the teacher

Support the curriculum by:

- Undertaking structured and agreed learning activities/teaching programmes and adjusting activities according to pupil responses
- Undertaking programmes linked to local and national learning strategies e.g. literacy, numeracy, early years, recording achievement and progress and feeding back to the teacher
- Supporting the use of ICT in learning activities and developing pupils competence and independence in its use
- Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity 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
- 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 as required
  - Accompanying teaching staff and pupils on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher
3. This role involves working with young children. The post holder must demonstrate a commitment to safeguarding and promoting the welfare of children and young people in all aspects of the everyday school life. The successful applicant will be required to provide two referees and undergo an enhanced DBS (Disclosure & Barring Service) check.
  4. To act in accordance with, and actively promote, all Trust policies, including Safeguarding, Health and Safety and Equality & Diversity.
  5. To participate in Continuing Professional Development (CPD relevant to the role and to engage in Performance Development Reviews (PDRs).
  6. Preparing and contributing to Trust wide development by sharing best practice and delivering/receiving professional feedback.
  7. 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*

## PERSON SPECIFICATION

E = Essential, D = Desirable

<b>Method of Assessment</b> 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)
<b>VALUES-LED CULTURE (The WeST Way) - It is important to us that your values align with ours:</b>			
<b>Compassion:</b>			
We recognise need and act with positive intention to support wellbeing	E		X
<b>Aspiration:</b>			
We refuse to accept that geography or disadvantage dictates destiny	E		X
<b>Integrity:</b>			
We act ethically, transparently, and with financial propriety	E		X
<b>Collaboration:</b>			
We are "Stronger Together," sharing expertise across the trust to lift every school	E		X
<b>Respect:</b>			
We value diversity, listen to our communities, and treat every individual with dignity	E		X
<b>QUALIFICATIONS:</b>			
Good numeracy/literacy skills	E	X	
NVQ 3 for Teaching Assistants or equivalent qualifications/experience	E	X	
Training in the relevant learning strategies e.g. literacy	D	X	
<b>EXPERIENCE:</b>			
Working with or caring for children of relevant age	E		X
Basic understanding of child development and learning	E		X
General understanding of national/foundation stage curriculum and other basic learning programmes	E		X
Working with children with additional needs	D	X	

<b>KNOWLEDGE, SKILLS AND ABILITIES:</b>			
Ability to effectively use ICT to support learning, or to undertake training to do so	<b>E</b>		<b>X</b>
Ability to self-evaluate learning needs and actively seek learning opportunities	<b>E</b>		<b>X</b>
Ability to relate well to children and adults	<b>E</b>	<b>X</b>	<b>X</b>
Ability to work constructively as part of a team, to understand classroom roles and responsibilities and own position within those	<b>E</b>		<b>X</b>
Ability to interact positively with a group of children or on a 1-1 basis	<b>E</b>		<b>X</b>
Ability to promote inclusion of all pupils	<b>E</b>	<b>X</b>	<b>X</b>
<b>FURTHER REQUIREMENTS:</b>			
Compassionate and resilient	<b>E</b>		<b>X</b>
Ability to remain calm in challenging situations	<b>E</b>		<b>X</b>
Experience of deescalation techniques	<b>D</b>	<b>X</b>	<b>X</b>
Committed to the personal growth and development of children	<b>E</b>		<b>X</b>