

## Job Description and Person Specification

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|----------------------------|------------------------|
| <b>Role</b>                | Teaching Assistant     |
| <b>Grade and Range:</b>    | Grade 4 Points 8 to 14 |
| <b>Department:</b>         | Teaching Support       |
| <b>Accountable to:</b>     | Headteacher            |
| <b>Date last reviewed:</b> | May 2023               |

### Position Overview

To complement the professional work of teachers by taking responsibility for learning activities as directed, under an agreed system of supervision. This may involve planning, preparing and delivering learning activities and support programmes for individuals, groups or whole classes, monitoring pupils, and assessing, recording and reporting on pupils' achievement, progress and development.

### Main Duties

#### Teaching and Learning

- Undertaking activities with individuals, groups or whole classes to ensure their safety and facilitate their physical, emotional and educational development
- Organising and managing appropriate learning environment and resources
- Within an agreed system of supervision, plan challenging teaching and learning objectives and evaluate and adjust lessons/work plans as appropriate, selecting and preparing a range of teaching resources that meet the diversity of pupils' needs and interests
- Planning, preparing and delivering lessons for individual pupils, groups and whole classes (under the overall direction of the teacher)
- Administering and assessing routine tests and invigilate exams/tests
- Implementing agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Implementing local and national learning strategies e.g. literacy, numeracy, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Using ICT effectively to support learning activities and developing pupils' competence and independence in its use
- Advising on appropriate deployment and use of specialist aid/resources/equipment
- Providing cover for teaching staff including leading class teaching (under supervision) including PPA cover, plus short-term cover for absence for other staff
- Development of the work area across the school, including any specialist resources
- Delivering out of school learning activities within guidelines established by the school

- Contributing to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class

#### **Planning alongside the teacher**

- Use knowledge of age-related expectations of pupils in the cycle of planning, being familiar with the main teaching methods and assessment framework in the relevant subjects
- Production of lesson plans, resources, worksheets, plans etc
- Selecting and preparing resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds

#### **Assessing**

- Assessing the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- Providing feedback to pupils in relation to progress and achievement
- Monitoring and evaluating pupils' responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Providing objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Recording progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment

#### **Supporting pupils**

- Developing and implementing Individual Education/Behaviour Plans/Pupil Profiles/Provision Mapping and Personal Care programmes in partnership with teacher/SENCO
- Promoting, supporting and facilitating the inclusion and acceptance of all pupils within the school and in learning
- Supporting pupils consistently whilst recognising and responding to their individual needs, encouraging interaction and cooperative work with others and engage all pupils in activities
- Promoting independence and employing strategies to recognise and reward achievement of self-reliance
- Attending to pupils' personal needs and provide advice to assist in their social, health and hygiene development
- Promoting positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Facilitating smooth transition between educational phases

- Supporting pupils in their learning in all areas of the curriculum
- Assisting with the supervision of pupils at break times

#### **Working with staff, parents/carers and relevant professionals**

- Liaising sensitively and effectively with parents and carers with regards to their role in pupils' learning and respecting confidentiality
- Establishing constructive working relationships with pupils and interact with them according to individual needs
- Taking an active role as appropriate to develop relevant multi-agency approaches to supporting pupils
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc
- Undertaking home visits
- Establishing constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Direct the work, where relevant, of other adults in supporting learning
- Liaising between managers/teaching staff and teaching assistants
- Representing teaching assistants at teaching staff/management/other appropriate meetings
- Undertaking recruitment/induction/performance review/training/mentoring for other teaching assistants

#### **Safeguarding**

- Being aware of and comply with school policy and procedures particularly in respect of Child Protection and Health and Safety
- Being aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop

#### **General Duties**

- Be a positive influence on the climate and culture of the school and Flying High Partnership and be a positive example at all times.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, copyright etc. reporting all concerns to your line manager.
- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall aims of the school and Flying High Partnership by engaging as an active member of the team.
- Attend and participate in relevant meetings as required.



- Participate in training, other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Be a flexible and supportive member of the team.
- To perform any other task under the reasonable direction of your Line Manager which could include assisting in other areas of the school, the Central Team and other schools.

#### Skills and Experience Required:

The following requirements will be assessed through either the Application Form (AF), during the Interview (I) or as part of an Assessment (AST).

|                                                                                                                                                                     | Essential  | Desirable |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------|
| <b>Qualifications and Knowledge</b>                                                                                                                                 |            |           |
| A good standard of secondary education to GCSE level or equivalent                                                                                                  | AF         |           |
| A good standard of literacy and numeracy                                                                                                                            | AF/AST     |           |
| HLTA status / HLTA qualification<br><b>OR</b><br>Meets entry requirements for the HLTA course <u>and</u> achieves HLTA status within 18 months of entering the role | AF<br>AF/I |           |
| MeLSA trained or a commitment to undertake training if requested by the school                                                                                      | I          |           |
| Secure knowledge of National Curriculum and EYFS Framework                                                                                                          | I/AF/AST   |           |
| <b>Experience</b>                                                                                                                                                   |            |           |
| Working in or have worked in a school environment                                                                                                                   |            | AF        |
| Working in or have worked in a role supervising children                                                                                                            |            | AF        |
| Working as part of a team                                                                                                                                           | I          |           |
| Ability to suggest improvements to systems and processes                                                                                                            | I          |           |
| Experience of planning and delivering whole class learning activities                                                                                               | I          |           |
| Experience of handling sensitive information with a high level of professionalism and the highest levels of confidentiality                                         | I          |           |
| Illustrating innovative and creative ideas for children's play                                                                                                      |            | AF/I      |
| Basic first aid training/experience                                                                                                                                 |            | AF        |
| <b>Behaviours</b>                                                                                                                                                   |            |           |
| Excellent communicator                                                                                                                                              | I          |           |
| Professional and approachable                                                                                                                                       | I          |           |

|                                                                                                                     |        |      |
|---------------------------------------------------------------------------------------------------------------------|--------|------|
| Ability to problem-solve as part of a team or working alone                                                         | I      |      |
| Proactive                                                                                                           | I      |      |
| Positive attitude                                                                                                   | I      |      |
| Demonstrates resilience                                                                                             | I      |      |
| Can work collaboratively with others and develop good working relationships                                         | I      |      |
| <b>Skills</b>                                                                                                       |        |      |
| Excellent verbal communication skills                                                                               | I      |      |
| Excellent written communication skills                                                                              | AF/AST |      |
| Excellent planning and organisation skills                                                                          | I/AST  |      |
| Excellent time management                                                                                           | I/AST  |      |
| High degree of attention to detail                                                                                  | AST    |      |
| <b>Attributes</b>                                                                                                   |        |      |
| Demonstrate an understanding of the Flying High Partnership vision and values and how they will/do align themselves | I      |      |
| Committed to own continuing professional development                                                                |        | AF/I |
| Committed to putting children's education first                                                                     | I      |      |
| <b>Other</b>                                                                                                        |        |      |
| Occasional work outside normal working hours – prior notice given                                                   |        | I    |
| Commitment to get stuck in with Partnership and Trust wide activities                                               |        | I    |