



Down Ampney C of E Primary School

Teaching Assistant

Employment Details

Job Title:	Teaching Assistant
Department:	Throughout the school
Reports to (Job Title):	Headteacher / SENCO
Staff Responsibilities (Job Title):	Teaching Assistant to work throughout the school with responsibilities including working alongside class teachers, 1:1 and group work, break duty, lunch cover and some after school clubs.
Hours of Work	25 (flexibility around core hours an option)
Level and Scale Point:	Dependent on qualifications and experience
Job Purpose:	
<ul style="list-style-type: none"> To support the teaching and learning of all pupils across the school and be an active member of a dedicated and friendly staffing team. You will have the opportunity to undertake CPD, as relevant to the role, including, but not limited to, Sounds Write Phonics, SEN CPD, Maths Hub training. 	

About Us:

Down Ampney is a thriving and inclusive primary school, dedicated to providing high-quality education and opportunities for all students. We are committed to ensuring that every child reaches their full potential and develops a love of learning. The school currently has three mixed-aged classes, (EYFS/KS1, LKS2 and UKS2) small class sizes and higher than average non-standard entry, meaning support across the school is varied and cohort specific.

Main Responsibilities

- Contribute to the overall ethos, values and aims of the school.
- Build positive relationships with all stakeholders and uphold the culture of the school and establish supportive relationships with all pupils throughout the day.
- Comply with the policies and procedures relating to safeguarding, child protection, health, safety and security, SEND/inclusion and data protection, reporting all concerns to the designated safeguarding lead.
- Be punctual and have good attendance.
- Motivate and encourage pupil(s) in the classroom by providing levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' need.
- Monitor pupil's responses to learning activities and, where appropriate, modify or adapt activities, as agreed with the teacher, to achieve the intended learning outcomes.
- Know the targets that pupils are working towards and understand how best to work towards achieving these.
- Consistently and effectively implement agreed behaviour management strategies.
- Use praise, commentary and assistance to encourage pupils to concentrate and stay on task.
- Create a supportive and inclusive learning environment.
- Provide support for SEND pupils to enable them to access learning, including pupils in accordance with EHCP targets.
- Deliver specific targeted intervention programmes to meet the needs of individual pupils.
- Record all significant events using the school's systems, policies and procedures.
- Contribute to progress reviews for the pupils, including annual reviews for pupils with EHCPs.
- Work collaboratively with other professionals, such as educational psychologists, Advisory Teaching Service and other Teaching Assistants as part of a professional team
- Accompany teaching staff and pupils on visits and out of school activities, as required.
- Attend to the personal care of pupils, where necessary.

Personal Specification			
	Essential	Desirable	Evidence
Qualifications & Training	GCSE in English and Maths Level 5 or above (Grade C)	NVQ level 3 or willingness to work towards the qualification.	Certification
Experience	<ul style="list-style-type: none"> Classroom experience of the National Curriculum, in either a paid or voluntary capacity. 	<ul style="list-style-type: none"> Experience of supporting children with additional needs, childhood trauma or ACES. 	Application form/letter
Skills & Knowledge	<ul style="list-style-type: none"> Understand, and adhere to, the Professional Standards for Teaching Assistants. Ability to work from own initiative, as well as taking guidance and instruction from teaching staff. Ability to liaise professionally and sensitively. Commitment to providing a wide and ambitious curriculum offer. 	<ul style="list-style-type: none"> Knowledge of the EYFS Guidance and SEND Code of Practice, as well as wider educational research. 	Application form/letter Assessment at interview
Personal Qualities	<ul style="list-style-type: none"> Patience, empathy, and resilience. Able to deal with sensitive information in a confidential manner. Able to work as part of a supportive team. Strong organisational skills. Excellent communication and interpersonal skills, with the ability to build positive relationships with children, parents, and colleagues. Excellent time management skills. Calm in manner, approachable and flexible. Commitment to equal opportunities and inclusion. Willingness to learn and self-develop. 	<ul style="list-style-type: none"> Ability to manage behaviour during periods of child anxiety and distress. Have a proven track record of being a positive member of a team. A proven good record of attendance and understand that consistency for vulnerable pupils is key. Understanding of, and familiarity with, strategies and interventions to support children with SEND in an educational setting. 	Application form/letter Assessment at interview References.

Note: This job description is not exhaustive and will be subject to periodic review. It may be amended to suit the changing needs of the school or pupil. The post-holder will be expected to participate in this process, and we would aim to reach agreement on any changes.

This school is committed to safeguarding and promoting the welfare of children and young people, and expects all staff, and volunteers, to share the same commitment. This position is subject to an enhanced DBS check.