

Job description: Teaching Assistant

Location	Benjamin Adlard Primary School
Contract	Temporary (1 Year fixed)
Pay range	G3 Point 6 to 9
Reporting to	Headteacher or other member of senior leadership team

Job purpose

The successful candidate will work with teachers to support teaching and learning, providing general and specific assistance to pupils and staff under the direction and supervision of the classroom teacher

Main duties and responsibilities

- Work with individuals or small groups of pupils in the classroom under the direct supervision of teaching staff and provide feedback to the teacher.
- Support pupils to understand instructions and support independent learning and inclusion of all pupils.
- Support the teacher in behaviour management and keeping pupils on task.
- Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate.
- Prepare and clear up learning environment and resources, including photocopying, filing and the display and presentation of pupils' work and contribute to maintaining a safe environment.
- Record pupil data as required
- Support children's learning through play.
- To present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all.

Teaching Assistants in this role may also undertake some, or all of the following;

- Assist with break-time supervision including facilitating games and activities.
- Assist with escorting pupils on educational visits.
- Support pupils in using ICT.
- Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence.
- Support pupils on a one-to-one basis in line with the requirements of an EHCP



General

The duties and responsibilities of this role have been developed with due consideration to the Supporting Teaching and Learning National Occupational Standards (STL NOS).



The standards appropriate to this role are: STL1, STL2, STL3, STL4, STL5, STL6, STL7 and STL8.

To present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all.

These duties and responsibilities should be regarded as neither exhaustive nor exclusive as the post holder may be required to undertake other reasonably determined duties and responsibilities commensurate with the grading of the post.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Person specification: 1:1 Teaching Assistant

Qualifications and training <i>Evidenced through: Application</i>	Essential	Desirable
Applicants must have GCSE (or O Level) at Grade C or above in Maths and Grade C or above in English	☐	
NVQ Childcare in Education or equivalent	☐	
Behaviour management qualifications and/or training		☐
Certificates of one or more of the following: British sign language level 1, 2 or 3, Makaton, PECs, ELKLAN		☐

Experience/employment record <i>Evidenced through: Application/Interview/References</i>	Essential	Desirable
Previous experience of working with primary school aged pupils 4yrs – 11yrs	☐	
Able to evidence recent experience of working with a child or children with complex needs, being able to draw on this experience to support in a mainstream setting	☐	
Able to provide evidence of how they have adapted planning to meet a child/children's specific needs within a class and the impact of this	☐	
Able to evidence experience of working successfully within a team	☐	
Experience of one or more of the following: British sign language level 1, 2 or 3, Makaton, PECs, ELKLAN		☐
Recent experience of PDA, Autism, ADHD, Sensory impairment and Attachment disorder		☐

Knowledge and understanding <i>Evidenced through: Application/Interview/References</i>	Essential	Desirable
Able to talk knowledgeably about up to date theories and evidence based approaches that support the progress of pupils with additional needs	☐	

Demonstrates some understanding of the SEND code of practice and the duties that schools are required to carry out with regards to the Equality Act 2010 and the Children and Families Act 2014	☐	
Knowledge and understanding of how children develop	☐	
Knowledge and understanding of the needs of young children	☐	
Knowledge and understanding of the ways children learn and how to motivate them	☐	
Knowledge and understanding of how to support children in literacy and numeracy	☐	
Knowledge and understanding of how to support children socially and emotionally	☐	

Skills <i>Evidenced through: Application/Interview/References</i>	Essential	Desirable
Able to communicate effectively with parents/carers.	☐	
Able to explain tasks simply and clearly, reinforcing teaching points	☐	
Able to clear up misunderstanding and rectify misconceptions	☐	
Able to show initiative in making adaptations to the curriculum as well as working alongside the class teacher, following direction and planning provided.	☐	
Able to model acceptable behaviour	☐	
Able to prompt children to use strategies for spelling, reading and number skills	☐	
Able to extend children's thinking skills	☐	
Able to assess children's understanding and feedback to class teacher	☐	
Able to discuss with children their understanding or learning objectives	☐	
Able to engage good social skills	☐	
Update assessments and IEPs	☐	

Able to liaise with outside agencies and follow professional advice provided by specialists.	☐	
Follow support programmes, prepare resources and complete records of achievement	☐	
Identify gaps in their own experience or knowledge		☐
Demonstrate the ability to learn and adapt from experience		☐
Take responsibility for doing their own research and reading to further their understanding		☐
Show a commitment to the vision for our partnership		☐
Be flexible and will go that extra mile to ensure high standards and the best opportunities for our children		☐

Personal qualities <i>Evidenced through: Application/Interview/References</i>	Essential	Desirable
The ability to converse at ease with members of the public and provide advice and information in accurate spoken English.	☐	
Excellent communication skills – empathy with children with the ability to relate well to staff and parents	☐	
Patient, caring, dedicated and enthusiastic	☐	
Calm	☐	
Shows initiative	☐	