



AMBITION



COLLABORATION



COMPASSION



EXCELLENCE



INCLUSIVITY

JOB DESCRIPTION AND PERSON SPECIFICATION

JOB TITLE	Teaching Assistant
RESPONSIBLE TO	Phase Leader
SALARY	SCP05-06
HOURS	32.5 hours per week
ALL STAFF RESPONSIBILITIES	<ul style="list-style-type: none"> To live our Trust values, demonstrating ambition, collaboration, compassion, excellence, and inclusivity in your everyday work life. To value professional development and welcome any training opportunities to develop personal skills and knowledge To agree to follow the school and Trust's policies and procedures.
MAIN PURPOSE OF THE ROLE	<ul style="list-style-type: none"> To work under the instruction and guidance of teachers and senior leaders to undertake work, care and support programmes which enable access to learning for all pupils including those with special needs. To assist the teacher in the management of pupils, the classroom and break times within all areas of the school.

DUTIES & RESPONSIBILITIES	<ul style="list-style-type: none"> Assist teachers in ensuring all pupils' continuing educational development through structured and agreed learning activities/teaching programmes including activities identified in Education and Health Care Plans Assist teachers in fostering attractive learning environments to ensure that pupils spend their school life in stimulating surroundings. Establish constructive relationships with pupils working with small groups or 1:1 to deliver targeted support Prepare, maintain, and use equipment and resources required to meet lesson plans and activities, assisting pupils in use. Ensure accurate records and observations are kept so that pupils receive the maximum benefit from their education. Supervise and support children during lunch break and play times to ensure their learning is extended beyond the classroom. Administer routine tests, invigilate exams, and undertake routine marking of pupil's work. Safeguard children at all times. Use learning strategies, in liaison with the teacher, to support pupils to achieve learning goals, adjusting learning activities according to pupil responses Supervise and support pupils, including those with high needs, ensuring their safety and encouraging interaction and engagement in activities led by the teacher. Set challenging and demanding expectations and promote self-esteem and independence, providing feedback to pupils in relation to progress and achievement under guidance of the teacher. Deliver learning through play for pupils during lunchtime and breaks.
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- Establish constructive relationships with pupils, and interact with them according to individual needs, promoting inclusion.
- Create and maintain a purposeful, orderly, and supportive environment in accordance with lesson plans and assist with the display of pupils' work.
- Supervise and assist with any toileting/medical needs as required.
- Promote good pupil behaviour inside and outside the classroom, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Establish constructive relationships with parent/carers.
- Provide clerical and administration support for teacher, including administering coursework.
- Develop pupils' competence in independently using of IT in learning activities.
- Work within predetermined guidance, policies, procedures, and teachers' guidance.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- Attend weekly meetings and discussions, which contribute to the overall ethos/work/aims of the school.
- Awareness of the school's educational and behavioural policies for developing pupils.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Use initiative and common sense and be assertive and consistent in any contact with pupils in order to achieve the level of discipline required to maintain order.
- 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.
- Any other reasonable activity as directed by the line manager/Headteacher.
- Contribute to the overall ethos/work/aims of the school.

- This job description sets out the duties of the post at the time it was published.
- The hours and the job description may be modified depending on the needs of the school.
- The post holder may be required from time to time to undertake other duties within the school as may be reasonably expected, without changing the general character of the duties or the level of responsibility entailed.
- The priorities for each year will be reviewed against this job description annually through performance management meetings.

Signed by employee: _____

Signed by Headteacher: _____

Date: _____



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Please note that we are committed to safeguarding and promoting the welfare of our pupils and expect all those who work with us to share this commitment. Successful applicants will need to undertake a DBS Enhanced Clearance check (Disclosure and Barring Service). We give high priority to promoting diversity throughout the Trust.



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Person Specification		
	Essential	Desirable
Education, Qualifications and Training	<ul style="list-style-type: none"> • Good numeracy/literacy skills demonstrated through at least the level of GCSE point 9-1 or equivalent. • Qualified to NVQ level 3 for Teaching Assistants or equivalent qualifications. 	<ul style="list-style-type: none"> • Experience in EYFS. • Training in the relevant learning strategies, e.g. literacy. • First Aid Training as appropriate.
Experience	<ul style="list-style-type: none"> • Working with or caring for children of relevant age. 	<ul style="list-style-type: none"> • Previous TA experience in a primary school setting.
Knowledge and Skills	<ul style="list-style-type: none"> • Effective use of ICT to support learning. • Use of other equipment technology – video, interactive whiteboard, photocopier, etc. • A good understanding of child development and learning. • Knowledge of playground games. <p>Ability to self-evaluate learning needs and actively seek learning activities.</p>	<ul style="list-style-type: none"> • Understanding of relevant policies/code of practice and awareness of relevant legislation. • General understanding of national/foundation stage curriculum and other basic learning programmes/strategies. • Understanding of playground games.
Personal Qualities	<ul style="list-style-type: none"> • Ability to relate well to children and adults. • Ability to work constructively as part of a team. • A desire to work with young people to help them achieve their best in school. 	
General Circumstances	<ul style="list-style-type: none"> • Understanding of safeguarding and its importance within an educational setting. • Awareness and understanding of equality and diversity. 	