

# St Mary's Catholic Primary School

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Diocese of Clifton

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Head Teacher: Charlotte Dunt



**Job title: Teaching Assistant (primary/secondary schools)**

**Grade: H10**

**School:**

## 1. Job purpose

Under the supervision of the class teacher and/or special educational needs co-ordinator (SENCO), to undertake a range of directed activities to support the educational and developmental needs of pupils, to assist teachers in the organisation and maintenance of classroom resources and to contribute to the supervision and welfare of pupils throughout the school.

## 2. Main duties

The particular duties of the Teaching Assistant will be determined by the classteacher and/or SENCO and will be arranged to meet the needs of the particular school and/or pupil(s) being supported. This may include working with pupils with an education and health care plan. Activities may be undertaken within the classroom or in an alternative location.

- a) To supervise and support pupils undertaking teacher designated activities in a group or on an individual basis and to assist their learning and development by:
  - Clarifying and explaining instructions.
  - Reinforcing relevant aspects of the planned teaching programme, particularly literacy and numeracy.
  - Being sensitive to the requirements of pupils with special needs and encouraging their participation and independence.
  - Assisting pupils with the appropriate use of materials and resources, including ICT applications.
- b) To support designated pupils with special needs through the delivery of appropriate aspects of the Education, Health and Care Plan (EHCP) as directed by the relevant teacher and to contribute to reviews, if required.
- c) To assist the teacher with the monitoring of pupils' progress and the identification and preparation of appropriate materials and resources for teaching or display purposes.
- d) To attend to pupils' personal needs, including social and health training, hygiene and basic first aid. (This may include the administration of medicines by agreement and subject to any appropriate training being given).
- e) To contribute to effective team practice by attending and



participating, as appropriate, in staff meetings and in-service training. To assist with the support offered to parent helpers and students on work experience.

- f) To contribute to the supervisory arrangements for pupils during breaktimes and on out-of-school activities.
- g) To promote and reinforce school policies, practices and procedures, including an awareness of child protection, and health and safety responsibilities.
- h) The postholder will be expected to act as an adult role model and support school policies when dealing with students or visitors to the school.

### **3. Dimensions**

The Teaching Assistant will not normally have direct budgetary or staff supervisory responsibility.

### **4. Job context**

Teaching Assistants provide valuable support to qualified teaching staff and are able to make a significant contribution to the education and well-being of pupils. Most schools will have several Teaching Assistants who will work with groups of pupils and/or support individual pupils with special educational needs.

### **5. Supervision and work planning**

Activities will be directed by the relevant teacher. The Teaching Assistant will carry out the planned activities with individual pupils or groups of pupils either within the classroom or at some other location.

### **6. Problems and decisions**

The postholder must exercise responsibility for the welfare and safety of pupils at all times, intervening where necessary to ensure safe and proper conduct.

The Teaching Assistant will be expected to respond appropriately to questions or challenges presented by the pupil(s) being supervised.

### **7. Contacts**

Daily involvement with teaching staff, other support staff and pupils of the school

Special needs work will normally involve occasional contact with LA staff, including psychologists or other specialists.

Contact with parents and other school visitors, including students on work placements.

### **8. Knowledge, experience and training**

A good standard of general education, normally evidenced by 3 or more GCSEs (including Mathematics and English) at Grade C or above or other equivalents.

Previous experience of working with children in an educational setting.

Some vocational training/qualification in the care, development or education of children is desirable.

Good interpersonal skills with both adults and children.

Basic knowledge of ICT applications and experience of word processing is an advantage.

Must be willing to undertake further professional development.

**9. Physical effort and/or strain**

Some lifting may occasionally be required to move equipment and resources but is not a significant factor.

**10. Working environment**

Most activities will be undertaken within school premises. The postholder may occasionally be required to attend to pupils who have sickness or toileting problems. Some anti-social behaviour by pupils may be experienced.

**11. Equipment**

Use of computer and other audio visual aids to support teaching and learning activities.

**12. Special notes or conditions**

This post is covered by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) because it is a post which involves working directly with children or young people. You are therefore required to declare whether you have any criminal convictions (or cautions or bind-overs) unless they are protected disclosures as listed in the Exceptions Order.

**Please note: The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provide that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and, if they are disclosed, employers cannot take them into account.**

The post holder has a responsibility to promote and safeguard the safety and welfare of children in accordance with the schools child protection and behaviour management policy