

Teaching Assistant Job Description

POST:	Teaching Assistant Level 3
LOCATION:	Spring Common Academy
REPORTS TO:	Assistant Head and Headteacher
HOURS:	32.5 hours per week

Protective Ethos

Child & Young People Protection and Safety

Spring Common Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to actively share this commitment. All staff are required to promote a school team protective ethos and record all concerns about a child's safety and welfare using the electronic recording system and notify the Designated Safeguarding Lead (DSL) promptly.

All staff will follow local safeguarding board inter-agency procedures (www.cambslscb.org.uk) and attend meetings/training as required by the Headteacher.

Job Purpose: Class Team Leader

Support the classroom teacher to facilitate the active participation of children in the academic and social activities of the school.

To cover for the teacher in the case of short-term or emergency absence from the class.

Contribute to raising standards of achievement for all pupils.

To supervise and support training for other teaching assistants within the class team and assist the teacher with assigning duties daily.

To supervise other teaching assistants with personal care and pupil well-being using agreed protocols for health and safety and care plans.

To ensure displays and pupil resource boxes are maintained with guidance from the teacher.

To support the teacher with home school communication and liaison with multi-agency professionals.

To support the teacher with clerical and administration to support for pupils linked to assessments and annual reviews.

Principal Accountabilities:

Candidates need to have awareness that interpersonal skills to work with others and represent the school with telephone enquiries will be a part of the personal specification for this role.

1. Support for children

- Under the direction of the class teacher, supervise the class in following a programme of study.
- Provide specialist learning support (requiring in-depth knowledge and experience) to children with severe special needs, or where English is not their first language.
- Take responsibility for delivering learning activities with groups who would benefit from a different learning approach as agreed with the class teacher.
- Establish and maintain supportive relationships with individual pupils, small groups and parents/carers to ensure they understand and can achieve the tasks.
- Liaise with specialist services on behalf of individual pupils, e.g. educational psychologists, speech therapists, by agreement with the class teacher.
- Encourage and promote inclusion in the classroom, ensuring all pupils feel involved with tasks and activities.

2. Support for the curriculum

- Support the school curriculum, including literacy and numeracy activities.
- Provide additional tuition for children who need extra support with ICT.
- Arrange and deliver special classes for pupils to improve the range or quality of subjects offered as agreed.
- Provide targeted support to enhance learning and improve attainment.

3. Support for the teacher

- Contribute to reports on pupil progress and development against National Curriculum descriptors and P Scales.
- Contribute to the development of IEPs for children with special needs.
- Contribute to the planning and evaluation of work programmes for individual pupils and groups.
- Provide feedback on learning activities and contribute to school review and development planning.
- Organise the learning environment and develop appropriate classroom resources as required.
- Contribute to behaviour management within the school and take charge of situations to allow the teacher to continue to work with the rest of the class.

4. Support for the school

- Develop and maintain effective working relationships with other staff and parents or carers.
- Contribute to the maintenance of a safe and healthy environment.
- Attend and actively participate in staff meetings.
- Contribute to the development of less experienced teaching assistants.
- Act as a mentor for less experienced teaching assistants on best practice and methods of overcoming difficulties.
- Make suggestions for school events and take a leading role in organising them as agreed.