



WESTCOUNTRY SCHOOLS TRUST JOB DESCRIPTION



Job Title:	Teaching Assistant
Location:	Across the Trust (based at Stowford School currently)
Grade/salary:	Devon Grade C (Scp 5 – 7)
Hours:	32.5 hours per week 38 weeks per year
Reports to:	Headteacher/SENDCo
Responsible for:	N/A
Key relationships:	Headteacher, SLT, Class Teacher

Job Purpose

The Teaching Assistant supports the effective operation of the trust and works to uphold and promote its vision and values.

To work under the instruction guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. To support children on a 1:1 basis. Work may be carried out in the classroom or may regularly take place outside the main teaching area.

Duties and Responsibilities

At all times demonstrate and uphold WeST's core values, ensuring that behaviour, actions and decisions align with the principles that guide our work.

To work under instruction/guidance to enable access to learning by:

- Attending to the welfare and personal care of pupils including those with special educational needs
- Delivering pre-determined learning/care/support programmes
- Implementing literacy/numeracy programmes
- Assisting with the planning cycle
- Undertaking general clerical/administrative support for the teacher/department

Support the teacher by:

- Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans
- Assisting with the display of pupils' work
- Using strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Assisting with the planning of learning activities on a regular basis
- Monitoring pupils' responses to learning activities and accurately recording achievement/progress as directed
- Providing detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Promoting good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour

- Establishing constructive relationships with parents/carers and where appropriate participating in feedback sessions with parents alongside the teacher
- Administering routine tests, invigilating exams and undertaking routine marking of pupils' work
- Providing clerical/administrative support e.g. photocopying, typing, filing, money, administration of course work etc.

Support pupils by:

- Supervising and providing particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care Programmes
- Establishing constructive relationships with pupils and interacting with them according to individual needs
- Promoting the inclusion and acceptance of all pupils
- Encouraging pupils to interact with others and to engage in activities led by the teacher
- Setting challenging and demanding expectations and promoting self-esteem and independence
- Providing feedback to pupils in relation to progress and achievement under the guidance of the teacher

Support the curriculum by:

- Undertaking structured and agreed learning activities/teaching programmes and adjusting activities according to pupil responses
- Undertaking programmes linked to local and national learning strategies e.g. literacy, numeracy, Early Years, recording achievement and progress and feeding back to the Nursery Manager
- Supporting the use of ICT in learning activities and developing pupils' competence and independence in its use
- Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity and assisting pupils in their use

Support the school by:

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop
- Contributing to the overall ethos/work/aims of the school
- Appreciating and supporting the role of other professionals
- Attending relevant meetings as required
- Participating in training and other learning activities and performance development as required
- Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtimes as specified in agreed working pattern
- Accompanying teaching staff and pupils on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher (where possible). This may result in an adjustment of weekly work pattern for this activity or, if additional hours are worked, that time in lieu is accrued and taken later in the term at a time that is mutually convenient for the teaching assistant and class teacher
- Liaise with Designated Safeguarding Lead (DSL) as appropriate

Support the Trust:

- To act in accordance with, and actively promote, all Trust policies, including Safeguarding, Health and Safety and Equality & Diversity.
- To participate in Continuing Professional Development (CPD relevant to the role and to engage in Performance Development Reviews (PDRs).
- Preparing and contributing to Trust wide development by sharing best practice and delivering/receiving professional feedback.
- To retain confidentiality and maintain data and/or files in accordance with Trust policies for data governance, as appropriate for the role.

Signed: _____ Date: _____
(Post holder)

This job description provides a general reflection of the main duties and responsibilities of the post at the date of production. You may be expected to take on other reasonable activities deemed to be within the character of the post to assist in efficient service delivery. The duties may change over time as requirements and circumstances evolve without changing the general character of the post or level of responsibility.

PERSON SPECIFICATION

E = Essential, D = Desirable

Method of Assessment The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.	Essential or Desirable	Application Form	Interview (or other selection activity)
VALUES-BASED BEHAVIOURS - It is important to us that your values align with ours:			
Compassion:			
Recognising need in others and acting with positive intention to promote well-being and improve outcomes	E		X
Aspiration:			
Works to high expectations, modelling the delivery of high-quality outcomes	E		X
Showing passion, persistence and resilience in seeking creative solutions to strive for continuous improvement and excellence	E		X
Integrity:			
Acting always in the interests of children and young people	E		X
Acting with a consistent and uncompromising adherence to strong moral and ethical principles	E		X
Communicating with transparency and respect, creating a working environment based on trust and honesty	E		X
Collaboration:			
Creating a shared vision and working effectively across boundaries in an equitable and inclusive way to skillfully influence and engage others	E		X
QUALIFICATIONS:			
Good numeracy/literacy skills	E	X	
NVQ 2 for Teaching Assistants or equivalent qualifications/experience	E	X	
Training in the relevant learning strategies and programmes e.g. literacy and/or willingness to engage with this through CPD provided by the school and Trust	E		X
Requirement to participate in training/development as/when identified by line manager as essential for performance of the post	E		X
EXPERIENCE:			
Working with or caring for children of relevant age	E	X	X
KNOWLEDGE, SKILLS AND ABILITIES:			
Basic understanding of child development and learning	E	X	X
Understanding of relevant policies/codes of practice and awareness of relevant legislation	E	X	X
General understanding of national/foundation stage curriculum and other basic learning programmes	E	X	X
Able to maintain any form of record keeping e.g. electronically or manually	E	X	X
Ability to effectively use ICT to support learning, or to undertake training to do so	E	X	X

Ability to use other technology to support learning – e.g. video, photocopier etc.	E	X	X
Ability to self-evaluate learning needs and actively seek learning opportunities	E	X	X
Ability to relate well to children and adults	E	X	X
Ability to work constructively as part of a team, to understand classroom roles and responsibilities and own position within those	E	X	X
FURTHER REQUIREMENTS:			
First Aid Qualification	D	X	X