



TEACHING ASSISTANT

JOB DESCRIPTION

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. Work may be carried out in the classroom or outside the main teaching area.

Key functions:

SUPPORT FOR PUPILS

- Develop a positive and supportive relationship with pupils
- Be aware of the differing needs of pupils
- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher

SUPPORT FOR THE TEACHER

- Have a knowledge and/or experience of the curriculum
- Use strategies, in liaison with the teacher, to support pupils to achieve objectives within their lessons
- Assist with the planning of learning activities – more specifically to be able to assist with planning to enhance an individual's needs
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed
- Establish constructive relationships with parents/carers
- Carry out long and short observations
- Assist and take responsibility for a group of children's, 'Learning Journals'
- Support groups within the class – e.g. phonics, circle times and focussed activity learning

SUPPORT FOR THE CURRICULUM

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Undertake programmes of intervention, recording achievement and progress and feeding back to the teacher
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use
- Assist in the display and presentation of learning cues and pupils work inside and outside of the classroom environment as required

SUPPORT FOR THE SCHOOL

- To be responsible for the safeguarding and wellbeing of children by following school policy relating to safeguarding, health and safety and behaviour management
- Undertake training and CPD as required
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime
- 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
- Be a role model for pupils and colleagues in terms of behaviour and attitude
- Be punctual and professional at all times
- Maintain confidentiality

PERSON SPECIFICATION

JOB TITLE: TEACHING ASSISTANT

1. EDUCATIONAL ACHIEVEMENTS, QUALIFICATIONS AND TRAINING

Essential

- GCSE Grade 4 minimum or equivalent in Maths and English
- Ability to effectively use ICT to support learning

Desirable

- Degree
- NVQ Level 3 or equivalent
- A first aid qualification

2. EXPERIENCE

Essential

- Good understanding of school policies and procedures relating to health and safety, behaviour, attendance, equal opportunities and child protection.
- Good understanding of the curriculum and the related assessments

Desirable

- Current experience in a school setting

3. JOB RELATED KNOWLEDGE, APTITUDES AND SKILLS

Essential

- The ability to communicate effectively both orally and in writing
- Good personal organisation e.g. time management
- Ability to work independently and as part of a team
- Ability to show initiative in a range of situations
- Ability to work with tact and diplomacy
- Ability to interact positively with pupils, parents and colleagues
- Some experience of planning as part of a team

Desirable

- Knowledge of the development of learning from 2 – 11 years

4. PERSONAL QUALITIES

Essential

- Confidence, warmth, sensitivity, reliability, and enthusiasm
- Ability to communicate effectively with children and young people
- Good interpersonal skills

5. EQUAL OPPORTUNITIES

Essential

- Commitment to equality of opportunity for all regardless of gender, disability, religion, sexuality and ethnic origin.