

Job Description

Teaching Assistant

RESPONSIBLE TO: Class teacher – SENDCo –Head of School

Working time: Monday to Friday 9.00am-3.30pm

Salary Grade: Grade X - Term Time Only – 38 weeks per year

Disclosure level: Enhanced



Job Purpose including main duties and responsibilities:

The overall purpose of this job is to support teachers and pupils in school in the delivery of quality teaching and a modern curriculum.

The aim is to:

Raise and maintain standards of education and social development for children and promote the involvement of pupils in the social and academic processes of the school in order to enable pupils to become more independent learners and to help to raise standards of achievement for all pupils.

Job purpose:

To provide support to pupils, teachers, the curriculum and the school. To assist with learning activities and other specified requirements linked to the social development of pupils.

Be responsible for promoting and safeguarding the welfare of children and young persons for whom s/he is responsible, or with whom s/he comes into contact. To adhere to and ensure compliance with the relevant SDCC Safeguarding; Child Protection Policy and Procedures at all times. If in the course of carrying out the duties of the role, the job holder identifies any instance that a child is suffering or likely to suffer significant harm either at school or at home, s/he must report any concerns to the School's Child Protection Officer/Designated Safeguarding Lead or to the Principal or to the CEO so that a referral can be made accordingly to the relevant third party services.

Key Features:

1. Support the aims and ethos of the school.
2. Set a good example in terms of dress, punctuality and attendance.
3. Attend team and staff meetings when invited and training days.
4. Be proactive in matters relating to health and safety.
5. To deliver a sequence of tasks that form standardised work routines.
6. May have a more specialist role that will typically cover a deeper knowledge of a narrower range of circumstances.
7. May provide informal assistance to less experienced colleagues.
8. To work under instruction / guidance enabling access to learning including special educational needs.
9. To show a normal level of courtesy and effectiveness in dealing with other people.

10. Should be able to ask questions, seek clarification and exchange information using tact and diplomacy.
11. Provide straightforward clerical support to teacher or organization.
12. May contribute at an individual level to monitoring team resource levels and providing simple information.
13. To interact with colleagues, pupils, parents, carers and educational professionals

1. Working in the environment	
Providing personal and welfare care:	<i>Performance Measures:</i>
<p>Assist with the planning, development and implementation of pupil education / behaviour plans and personal care programmes to ensure that the school's health, safety and behaviour policies are maintained.</p> <p><i>e.g. work with groups of children in lessons and support their learning</i></p> <p><i>e.g. manage reading logs</i></p> <p><i>e.g. to support the pastoral care of children through programmes of work and in day to day interaction with children (to uphold the BEST motto)</i></p> <p><i>e.g. to support individual children in lessons</i></p> <p><i>e.g. to have regard and log health and safety issues as necessary</i></p>	<p><i>Observed adherence to school health, safety and behaviour policies and procedures</i></p> <p><i>Frequency and nature of incidents recorded in school health safety and behaviour records</i></p>

Supporting pupils in the learning environment	<i>Performance Measures:</i>
<p>Supervise and support pupils in the learning environment including more in depth support for those with specific educational needs, to promote independence, inclusion, acceptance and equality of access to learning opportunities for all pupils</p>	<p><i>Learning activities completed and delivered to required / acceptable standards</i></p> <p><i>Feedback from teaching staff and educational professionals against</i></p>

<p><i>e.g. manage an IEP</i></p> <p><i>e.g. work with groups of children in lessons and support their learning</i></p> <p>Assist pupils within the class, individually or in small groups (and sometimes outside the main classroom) in the completion and adjustment of a wider range of pre-defined learning, care and support activities to meet the requirements of pupils and the curriculum (for example literacy, numeracy, ICT)</p> <p>Assist with the supervision of pupils out of lesson times to enhance service delivery (e.g. before and after school; playtimes and lunchtimes)</p>	<p><i>requirements of curriculum standards</i></p> <p><i>Feedback from teaching staff, educational professionals and parents relating to pupil achievement</i></p>
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Providing clerical and other support to service users	Performance Measures:
<p>Provide clerical and other support to meet service delivery requirements (for example photocopying, typing, filing, money, administering coursework)</p> <p>Support teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group of pupils under the supervision of the teacher to meet service delivery requirements</p> <p>Administer routine tests, invigilate exams and undertake routine marking of pupils' work to meet requirements of pupils and the curriculum</p> <p><i>e.g. mark the work of a group being supported in a lesson</i></p> <p><i>e.g. manage an IEP and record outcomes on the IEP</i></p>	<p><i>Effectiveness and timeliness of support and supervision given</i></p> <p><i>Feedback from teaching staff, educational professionals and parents relating to pupil achievement</i></p> <p><i>Adherence to health, safety, security and child protection policies and procedures</i></p>

Preparing and maintaining the classroom environment and resources	<i>Performance Measures:</i>
<p>Create and maintain a purposeful, orderly and supportive environment in accordance with lesson plans and assist with the display of pupils' work to support predefined learning activities to meet the needs of pupils and the curriculum.</p> <p><i>e.g. add work to a learning wall or put up a display</i></p> <p><i>e.g. tidy the classroom or encourage the children to keep the room tidy</i></p> <p>Prepare, maintain and use equipment and resources required to meet lesson plans / learning activities to meet the needs of pupils and the curriculum.</p> <p><i>e.g. set up resources in preparation for a lesson</i></p>	<p><i>Resources prepared efficiently with minimum of waste to agreed standards</i></p> <p><i>Feedback from teaching staff and educational professionals against requirements of curriculum standard</i></p>

2. Working with people	<i>Performance Measures:</i>
<p>Developing the team:</p> <p>Participate in meetings, team development activities and assist less experienced colleagues when appropriate, to support the achievement of individual and team performance and development objectives.</p>	<p><i>Feedback received from colleagues and supervisor, for example, word of mouth Performance and development objectives satisfactorily achieved</i></p> <p><i>Attendance at identified training and development activities and learning is demonstrated in the workplace, for example, health and safety issues</i></p> <p><i>Attendance at and positive contributions made at team meetings</i></p>

3. Building professional relationships	Performance Measures:
<p>Build and maintain positive and constructive working relationships with pupils, parents, carers and colleagues to maximise pupils' development and maintain the overall ethos of the school.</p> <p><i>e.g. to work within the confidentiality agreement if the school</i></p> <p><i>e.g. to work within the BEST motto and establish a professional working role with parents and deal with courtesy and respectfully with requests</i></p>	<p><i>Feedback from parents/ carers/ pupils / teachers on quality of relationship</i></p> <p><i>Records of pupil development illustrating effectiveness of relationship</i></p>

4. Working with resources	Performance Measures:
<p>Monitor resource levels and contribute to the resource ordering process to ensure the timely availability of resources to meet the requirements of the curriculum.</p> <p>Maintain an awareness of the importance of the appropriate use of resources to minimize waste and maximise the effectiveness of financial resources.</p>	<p><i>Records relating to maintenance of resource levels</i></p> <p><i>Feedback from colleagues on timely availability of resources</i></p> <p><i>Resource allocation is not exceeded</i></p>

5. Working with information	Performance Measures:
<p>Reviewing pupils performance Monitor, feedback, record and report on pupil progress, including feedback to pupils, and participate in the completion of pupil profiles and records of attainment to maximise pupil development.</p>	<p><i>Timely and accurate information on the progress of pupils / students is provided with appropriate confidentiality maintained</i></p>

Physical Effort and/or Strain
<p>Regularly move around during their normal working pattern, walking standing and sitting with pupils. May set out PE equipment and will have help in moving heavy equipment</p>
Working Environment
<p>Carry out playground duties in variable weather conditions; however there is usually indoor play</p>

during bad weather. Clean up toilet accidents and help clean up children who have been ill.

The above outlines the main duties and responsibilities of the post but may not identify each individual task to be undertaken. You will be required to carry out any other duties reasonably requested by the Principal or other senior members of staff.

Model the behaviours of a professional at all times.

Name: (Printed)	
Signed:	
Date:	