Job Description

Job Title: Teaching Assistant

Reports to: Member of leadership team, with work directed by class teachers

Job Holder's Name:

Date: April 2020 Salary Unqualified: Scale 2 Qualified: Scale 3

STAFF SUPERVISED: None

PURPOSE OF JOB: To support the education and welfare of pupils as directed by class teachers, having due regard to the school's aims, objectives, schemes of work and policies, and relevant national requirements. To share in the corporate responsibility for the well being and discipline of all pupils.

DUTIES AND RESPONSIBILITIES

1. To take every opportunity to develop pupils language, reading, numeracy and related skills as directed by the class teacher.

2. To assist in monitoring and recording the progress of individual pupils in accordance with school procedures, and reporting to class teachers.

3. To give oral and written feedback to pupils on their attainment in order to promote further progress.

4. To work with teachers to identify and respond appropriately to pupils' individual needs, assisting pupils in areas of specific difficulty.

5. To assist the teacher in setting appropriate learning and behaviour expectations of pupils and supporting pupils appropriately to achieve these.

6. To help promote and reinforce pupils' self-esteem, encouraging inclusion of pupils with special educational needs.

7. To help create and maintain a purposeful, orderly and supportive environment for

pupils' learning, ensuring that pupils are able to use equipment and materials provided.

8. In the presence of the teacher, present agreed learning tasks in a clear and stimulating manner to help maintain pupils' interest and motivation; to work with pupils individually and collectively by contributing to decisions about the most appropriate learning goals and strategies.

9. Outside the classroom, to work with groups of pupils. The number of pupils included will reflect the nature of the task, the pupils concerned, the location involved and the length of time to be supervised. At all times a named teacher will have ultimate responsibility and be available to be called to give support and take appropriate decisions

10. To provide information that supports the preparation and review of Individual Education Plans and to action appropriate tasks from IEPs.

11. To use a range of supporting techniques, including computers and other resources, and consider in consultation with the teacher when and how to deploy them.

12. Under the direction of appropriate professionals and after adequate training, to assist in meeting particular pupil's needs e.g. physical development, speech/language development, and medical needs identified in an approved care plan agreed by parents. The scope of these duties are that which would generally be carried out by a parent. This excludes the medical procedures spelt out in point 22.

13. After adequate training, to carry out welfare duties in relation to the physical and care needs of the pupils, including dressing, feeding and toileting if appropriate, whilst encouraging independence wherever possible. This excludes the medical procedures spelt out in point 22 of this job description.

14. To produce and maintain classroom resources, displays and classroom layout in consultation with the teacher.

15. To help train pupils in the individual and collaborative study skills necessary for learning.

16. To work alongside other adults, including teachers, trainee teachers, and other support staff.

17. To supervise pupils during breaks and/or lunchtimes if required.

18. To maintain confidentiality at all times with regard to both supported pupils and the wider school.

19. To take part in in-service training, relevant performance management arrangements and other meetings, as directed in normal contracted working hours; to be conversant with school policies and procedures.

20. Carry out routine clerical tasks e.g. collecting trip money, distributing letters and producing class lists.

21. Carry out other appropriate duties relevant to the purpose of the post and within the grading and competency of the post holder, as reasonably required by the teacher/ headteacher.

22. To undertake the SEN tasks of tube feeding, urinary catheterisation, suction and postural drainage, nebulised medication, rectal medication and replacement of tracheostomy tubes based on pupil need.

With regard to task number 22, an additional payment will be made to all staff who carry this out. These tasks will be voluntary for staff in post as at 31st July 2002, who at that time were not required to carry out the duties specified.

Person Specification for the post of Teaching Assistant

These are the criteria upon which the selection process will be based. At each stage of the process the merits of each applicant will be assessed to determine how far the criteria have been matched. These stages are:-

A) Short listing by the selection panel.
B) Maths and English tests.
C) Interview by selection panel.

	Factor	**Requirement**
1.	Education, Training and Qualification:	1. Competent English and Mathematics skills assessed through a standard test. 2. If recruiting to a qualified post: C & G or CLPE or other equivalent qualification.
2.	Experience:	1. Experience of working in a primary school or with children, including parental experience. 2. Able to demonstrate experience of dealing sympathetically and constructively with other adults.
3.	Knowledge and Understanding: Point 4, 5 and 6 under Knowledge and Understanding are only required if recruiting to a qualified position	1. Demonstrate an understanding of the place of the school in educating primary pupils and in promoting the spiritual, moral, social and cultural development of pupils from a multicultural community. 2. Demonstrate an understanding of the role of the teacher and their own role in relation to teachers, other support staff, and pupils. 3. Demonstrate knowledge and basic understanding of literacy and numeracy. 4. Demonstrate ability to use knowledge and understanding to support pupils and to assess their progress in literacy and numeracy in particular. 5. Demonstrate awareness of how pupils

		. learn and the factors that affect their progress.
		6. Demonstrate an understanding of the different approaches needed to support the learning of various groups of pupils, including bilingual English learners and pupils with special educational needs.
4.	Commitment to and understanding of:	1. The Equal Opportunities practice throughout the school including the Authority's policy of inclusive education.
		2. The promotion of community involvement in the school in order to raise achievement.