

Teaching Assistant Job Description

Job title: Teaching Assistant
School: East Brent CofE Academy
Line manager: Executive Headteacher/Head of School/Class Teacher

Main purposes of the job

- To be responsible for promoting and safeguarding the welfare of children and young people within the school.
- To work under the guidance of the class teacher in the planning and implementation of work programmes with individuals or groups of pupils or the whole class to promote effective teaching and learning.
- During the short term absence of the class teacher a Level 3 teaching assistant may be required to supervise the whole class and deliver pre prepared activities.
- To provide general support to the class teacher in the management and organisation of the pupil and the classroom.
- To assist the teacher in creating and maintaining a purposeful, orderly and supportive learning environment.
- To promote the inclusion of all pupils, ensuring they have equal opportunities to learn and develop.

Main responsibilities and tasks

Support for pupils

1. To support working relationship with the pupils, acting as role model and setting high expectations.
2. To support pupils learning in the most effective way.
3. To meet the personal needs of pupils whilst encouraging their independence.
4. To support pupils with special educational needs through the delivery of specific learning programmes and to contribute to setting individual education plan (IEP) targets and to IEP reviews.
5. To encourage pupils to interact and work co-operatively, ensuring all pupils are engaged in activities.
6. To provide support in the delivery of the National Curriculum in English and Maths.

Support for the teacher

7. To work closely with the teacher to assist in the planning, development and delivery of all areas of the curriculum. In the short term unplanned absence of the teacher, to cover all pre prepared activities to provide continuity for the pupils.
8. As required, to prepare the classroom/outside areas for lessons, ensuring that resources and equipment are available and cleared away at the end of the lessons as appropriate.

9. To work on classroom displays following consultation with the teacher.
10. To observe, monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies determined by the teacher.
11. To complete marking under the guidance of the class teacher and in line with the school's marking policy.

Support for the school

12. To comply with and assist with the development of policies and procedures relating to child protection, safeguarding, health, safety and security, SEN/Inclusion and data protection, reporting all concerns to the appropriate named persons.
13. To attend relevant meetings and participate in training opportunities and professional development as required.
14. To provide support for pupils' emotional and social needs by encouraging and modelling positive behaviour in line with school policy.
15. To accompany teaching staff and pupils on visits, trips and out of school activities as required within contracted hours and to take responsibility for pupils under the supervision of the teacher.
16. To assist with the general pastoral care of pupils, including helping pupils who are unwell, distressed or unsettled.
17. To assist in the training and development of staff.
18. To adhere to school health and safety policy including risk assessment and safety systems.
19. To adhere to school policy on equality and diversity.

Support for the curriculum

20. To assist in the development of skills in all curriculum areas and support the use of these skills in learning activities as directed by the class teacher.
21. To help adapt and plan the development of resources necessary to lead learning activities, taking into account pupils' interests, language and cultural backgrounds.
22. Undertake broadly similar duties commensurate with the level of the post as required by the Executive Headteacher/Head of School.

Job Specification

CATEGORY	ESSENTIAL	DESIRABLE
APPLICATION	- Supported in reference - Well-structured supporting letter	
QUALIFICATIONS	- Completion of a recognised Level 2 Childcare qualification, e.g. Level 2 Certificate for the Children & Young People's Workforce, Level 2 in Children's Care, Learning and Development – or be working towards completion - A positive approach to gaining further qualifications - Some understanding of the importance of Health & Safety and Food Hygiene in the workplace	- Completion of a recognised Level 3 Childcare qualification, e.g. Level 3 Diploma for the Children & Young People's Workforce, NVQ Level 3 in Children's Care, Learning and Development – or be working towards completion - Completion of Safeguarding Awareness course - Health & Safety certificate - First Aid certificate - Completion of other relevant courses
EXPERIENCE	Worked successfully with children, including Early Years pupils	- Worked successfully with children in other phases of Primary School. - Worked successfully with SEN pupils
KNOWLEDGE AND UNDERSTANDING	- How young children develop. - How to support children who learn differently. - How to motivate pupils to complete directed tasks and make progress.	- Knowledge & understanding of strategies used to support pupils with learning difficulties. - Able to use sign language.
SKILLS	- Good communication skills, both written and oral, in a variety of situations - Ability to work co-operatively with - Willingness to undertake further training - Work within a team to assess and develop skills, set targets others - Ability to display pupil work - Work with individual pupils or small groups in mainstream. - Work effectively with teachers and support staff - Manage children's behaviour in a positive manner. - Good organisational skills. - To be able to support self - help skills (eg toileting) - Ability to think on your feet. - Make teaching resources. - Encourage and develop	- Differentiate tasks set by class teachers making goals clear and achievable. - Be able to think outside the box. - Willingness to undertake activities necessary in pupil's development of social skills

	communication and pupils social skills. • Use initiative within ethos of the team • Apply the school behaviour management system effectively • Monitor, record and make basic assessments about pupil progress • Good ICT Skills	
PERSONAL ATTRIBUTES	• Ability to demonstrate enthusiasm • Caring and sensitive attitude towards pupils, parents and staff • Excellent interpersonal skills • Well organised • Ability to use initiative • Calmness, enthusiasm, initiative, flexibility, positive nature, empathy, confidentiality.	• Flexibility and adaptability in order to be able to mix and work with a wide range of people • Sense of humour • A degree of resilience