**JOB DESCRIPTION**

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| **TITLE:** | TEACHING ASSISTANT |
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| **SCHOOL:** | Putteridge Primary School |
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| **RESPONSIBLE TO:** | Headteacher |
|  |  |
| **GRADE:** | L3 |

**PURPOSE OF POST:**

Support the class teacher in all aspects of teaching and enhance learning opportunities for pupils, bringing to bear knowledge and practical experience gained through working with pupils.

**ORGANISATION CHART: Headteacher**

**I**

**Deputy Headteacher**

**I**

**Phase/Year Group Leader**

**I**

**Class teacher**

**I**

**Teaching Assistant**

**PRINCIPAL RESPONSIBILITIES:**

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| 1. | Support learning and teaching in the classroom as directed by the class teacher. |
| 2. | Work with groups of children or individuals to carry out assessment which has been planned by the class teacher. Marking work that you have led. |
| 3 | Under the direction of the class teacher, develop and maintain supportive relationships with parents, carers and others of the pupil’s community. Work collaboratively with other agencies and professionals, as necessary, including Educational Psychologists, Health Professionals and Education Welfare Officers to meet the personal and educational needs of individual pupils. |
| 5. | Contribute to the development of a purposeful working atmosphere and implement and monitor the school’s behaviour and any related policies and procedures. |
| 6. | Assist in classroom preparations and presentations. |
| 7. | Contribute to the care, health and welfare of pupils in accordance with the school’s health and safety related policies. |
| 8. | Accompany teachers on school outings, assisting in the supervision of children. |
| 9. | Maintain and respect confidentiality. |
| 10. | Administer prescribed medication/carry out medical procedures to children if required as per current school guidelines and policies. |

**DIMENSIONS:**

**Supervisory Management:** None

**Physical Effort:** Classroom equipment, materials and resources.

**Working Environment:** There could be frequent requirement to deal with vomit and

bodily fluids when children are unwell or when following care

plans.

**CONTEXT:**

All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

It is the individual’s responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for or comes into contact with.

**DBS**

**Because of the nature of this job, it will be necessary for the appropriate level of disclosure and barring service check to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are ‘spent’ under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.**

**Disclosures are handled in accordance with the DBS Code of Practice which can be accessed from direct.gov.uk**

*‘The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.*

*‘CVs will not be accepted for any posts based in schools’.*

**Person Specification**

This acts as selection criteria and gives an outline of the types of person and the characteristics requiredto do the job.

Essential (E) :- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

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| **Please make sure, when completing your application form, you give clear examples**  **of how you meet the essential and desirable criteria.** | | | | |
| **Attributes** | **Essential** | **How Measured** | **Desirable** | **How Measured** |
| **Experience** | **Experience in the care and/or education of children.**  **Experience of planning, monitoring and assessment of pupils’ work.**  **Relevant and recent experience of working in an educational setting.** | 1,2  1,2  1,2 | Some experience of working with children with a range of special needs.  Some experience of working with children for whom English is an additional language. | 1,2  1,2 |
| **Skills/ Abilities** | Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English.  Able to contribute constructively to and work effectively as a member of a team.  Able to work on own initiative with parents/carers and the child’s community within an agreed framework or set of objectives.  Able to communicate effectively at a range of levels, e.g. with children, parents, other professionals, etc.  **Recent & relevant experience of supporting learning in Maths in Key Stage 2**  **Recent & relevant experience of supporting learning in Literacy in Key Stage 2**  Able to contribute to the support of children in all areas of personal and educational development.  Able to keep accurate records | 1,2  1,2  1,2  1,2  1,2,5  1,2,5  1,2  1,2 | Basic information technology skills, e.g. word-processing, databases, spreadsheets.  Experience of supporting learning in Maths in Key Stage 1  Experience of supporting learning in Literacy in Key Stage 1 | 1,2 |
| **Equality Issues** | Able to recognise common forms of discrimination and to report this if detected.  Some understanding of the issues in an urban, multi-cultural context. | 1,2  1,2 |  |  |
| **Specialist Knowledge** | Able to commit to relevant job training. | 1,2 | Some knowledge of how pupils learn.  Some knowledge of curriculum requirements. | 1,2  1,2 |
| **Education and Training** | NVQ Level 2 or equivalent in a relevant subject.  First Aid certificate, or willingness to undertake First Aid training and apply this in school.  Willingness to attend relevant courses and a commitment to personal development. | 1,2,4  1,2  1,2 |  |  |

**( 1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)**

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Luton Borough Council’s policies are reflected in all aspects of his/her work, in particular those relating to;

1. Equal Opportunities
2. Health and Safety
3. Data Protection Act (1984 & 1998)

In addition to candidates’ ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

* Motivation to work with children and young people;
* Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
* Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.