Whiteknights Primary School

JOB DESCRIPTION

| **Job Title:** | ***TA –* Teaching Assistant** |
| --- | --- |
| **School:** | **Whiteknights Primary School** |
| **Reports To:** | Class teacher and Phase leader.  Lunchtime Supervisor during lunchtime. |
| **Grade:** | FTE: £23,494 - £25,107  Actual: £16,221 - £17,267 |
| **Employment Status:**  Permanent | |
| **Hours of Work:**  30 hours per week. Term time only. Annual contract variations will be offered if working in Early Years. | |
| **Job Purpose:**  To facilitate learning by supporting the needs of individual pupils and small groups of pupils in accordance with school policy and government initiatives in the pursuit of high standards of pupils’ achievement. | |
| **Departmental/Team Purpose:**  The purpose of the school is to meet the educational needs of children and young people within the local community. | |
| **Organisation Chart:** | |

| **Scope** |  |
| --- | --- |
| Financial Accountabilities | NONE |
| Staff Responsibilities | NONE |
| Management of Physical Assets | NONE |
|  |  |

| **Summary of Main Contacts:**   * Teachers; * Pupils; * Parents; * Local Governing Body; * Other school staff; * Other professionals; * LA. |
| --- |

| **Safeguarding statement:**  We take our safeguarding responsibilities very seriously, and we work hard to make sure our school has effective safeguarding systems in place. We expect everyone working in the school to share a common objective to help keep children and young people safe by contributing to:   1. providing a safe environment for children and young people to learn in; 2. identifying children and young people who are likely to suffer significant harm and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting. |
| --- |

| Main Tasks/Accountabilities | |
| --- | --- |
| 1. Work with small groups or individuals giving support for individual curriculum programmes and assist the teacher with social skills e.g. preparation for PE. | |
| 1. To work with the SEN/Subject co-ordinator (Maths, English and Reading) and help deliver specific programmes to small groups of children, eg Power of One, Power of Two, RWI with specific tasks/work to be provided by the co-ordinator. | |
| 1. To aid the teacher in classroom discipline reinforcing the teacher’s standards of behaviour and tidiness within the classroom. | |
| 1. Work with and supervise small groups of children using ICT equipment/software. | |
| 1. Accompanying groups or individuals around school e.g. library, RW Inc. | |
| 1. Respect confidentiality when dealing with other professionals. Providing objective and accurate feedback on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence. |  |
| 1. Monitor, record and analyse pupil data e.g. daily attendance records, behaviour records (as required), prepare class lists, worksheets at the request of the class teacher. Carry out the organisation and collation of pupil reports (as required). |  |
| 1. Carry out general examination administration tasks and maintain class records at the request of the teacher. | |
| 1. Preparation of classroom/education materials and organise supplies of classroom/educational materials and equipment, e.g. end of term audit of remaining supplies. | |
| 1. Undertake administrative tasks which support the teacher and pupils e.g. photocopying, filing. | |
| 1. Supervise pupils on school educational trips (if applicable) and First Aid and/or break time playground supervision (if required). |  |
| 1. Share accountability for responding to safeguarding and health and safety needs of both pupils and staff. | |
| 1. Attend staff training, after school meetings, school educational trips and special occasions in the school’s annual calendar (as appropriate), agreeing in advance whether additional hours will be allocated and whether these are to be paid or to be taken off in lieu. | |
| 1. Undertake Lunchtime Controller duties for 30 minutes per day, focusing on the delivery of an enjoyable and safe lunchtime experience to our pupils at all times. Supervise and ensure the welfare of the children during the lunchtime break both inside and outside the building. In case of wet weather, supervise the children inside the school as directed. | |
| 1. Assist with putting out tables and chairs for lunch. Ensure that the tables and the area are clean and clear of rubbish as the lunch session progresses and that the hall is clean and tidy for the afternoon school session. To ensure that children put their dirty plates and cutlery in the correct place. | |
| 1. Monitor the behaviour of the children at all times, in conjunction with the school’s policy on discipline and behaviour. Ensure that the behaviour policy is understood and implemented on a daily basis. | |
| 1. Ensure all children are engaged in suitable activities. Be pro-active and vigilant regarding any situations that may be a cause for concern e.g. bullying or children isolated from mainstream activities. Take appropriate action to resolve these issues and report them to the lunchtime supervisor. To ensure that lunchtime controllers move around the playground and supervise the pupils at all times. | |
| 1. Comply with the school’s safeguarding policy at all times, particularly in relation to use of toilets and not using mobile phones while on duty. | |
| 1. Observe Health and Safety regulations relating to the school at all times. To ensure that food or water spilt onto the floor is cleared up promptly. To ensure that appropriate footwear is worn and that suitable clothing is worn in the winter for outdoor supervision of pupils. | |
| 1. To complete suitable First Aid training as directed by the Head Teacher. Deal with minor accidents and administer First Aid as required and in accordance with the school’s policy. To ensure that accidents are recorded and reported to teaching staff in accordance with the school’s policy. | |
| 1. Any other duties that reasonably fall within the purview of the post which may be allocated after consultation with the postholder. | |

PERSON SPECIFICATION

Please ensure that you read the person specification carefully as this will be used to assess candidates as part of the shortlist and interview process.

| **Knowledge/Qualifications:**   * NVQ Level 2 or equivalent in English and Maths; * Knowledge of the requirements of the National Curriculum; * Training in relevant learning strategies e.g. RWInc, Inspire Maths; * Specific SEN Training e.g. ASD, Dyslexia (desirable not essential). |
| --- |
| **Skills/Abilities:**   * Working knowledge and experience of implementing national/foundation stage curriculum; * An ability to meet the requirements of the National Curriculum; * Good understanding of child development and learning processes; * Good questioning skills; * Good observation and assessment skills; * Ability to work with a team working environment and also able to work independently; * Can use ICT effectively to support learning; * Excellent communication and interpersonal skills; * A desire to constantly improve own practice /knowledge through self-evaluation and learning from others; * Respects confidentiality at all times; * Knowledge of the standard of work expected from pupils; * Understanding their role to assist and supervise pupils on particular tasks (the expected outcomes of individual activities, the length of time allocated to the task etc); * Managing the general housekeeping of the classroom and supervision of pupils clearing up; * An ability to speak clearly with confidence and accuracy, using accurate sentence structures and vocabulary. |
| **Experience**:   * At least two years’ experience of working with children; * Experience of working with children with special needs is desirable but not essential. |
| **Personal Qualities:**   * Calm under pressure, adaptable and energetic; * Ability to work well as part of a team; * A caring and positive attitude; * A good listener and sensitive to pupils’ needs; * A sense of responsibility; * Proactive; * Demonstrates positive behaviour management; * A good sense of humour; * Flexibility and use of initiative is very important. |
| **Special Factors**:   * May need to work flexibly to accommodate educational trips (may include residential) after consultation with the post holder and where the personal commitments of the employee allow; * Additional paid attendance at INSET days is optional; * Online completion of Safeguarding training required; * Responsibility for first aid as required. |