

<b>JOB TITLE: Teaching Assistant</b>	See advert for salary
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<b>RESPONSIBLE TO:</b>	<b>Class teacher/Member of SLT</b>
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<b>EMPLOYEE SUPERVISION:</b>	<b>None</b>
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**Purpose of Post:**

- To work under the guidance of teaching/senior staff and within an agreed system of supervision.
- To implement agreed work programmes with individuals/ groups, in or out of the classroom.
- This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/ presentation of resources.
- Staff may also supervise whole classes as required during the absence of teachers/class leaders.
- The primary focus will be to-maintain good order and to keep pupils on task.
- Under the guidance of staff; Provide specialist support in a specific curricula/ resource area, including preparation, and maintenance of resources and support to staff and pupils.
- Working under guidance; Provide support in addressing the needs of pupils who need particular help to overcome barriers to learning.

**Key Areas:**

- Support for pupils
- Support for the Teachers
- Support for the Curriculum
- Support for the School

**Duties and Responsibilities:**

Support For Pupils

1. Use specialist (curricular/ learning) skills/ training/ experience to support pupils.
2. Assist with the development and implementation of Individual Education/ Behaviour/ Support/ Mentoring plans.
3. Establish productive working relationships with pupils, acting as a role model and setting high expectations.
4. Promote the inclusion and acceptance of all pupils within the classroom.
5. Support pupils consistently whilst recognising and responding to their individual needs.
6. Encourage pupils to interact and work cooperatively with others and engage all pupils in activities.
7. Promote independence and employ strategies to recognise and reward achievement of self-reliance.
8. Provide feedback to pupils in relation to progress, achievement, behaviour and attendance.
9. Provide pastoral support to pupils.
10. Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable.
11. Attend to pupil's personal needs and provide advice to assist in their social, health and hygiene development.
12. Participate in comprehensive assessment of pupils to determine those in need of particular help.
13. Support provision for pupils with special needs.
14. Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils.
15. Promote the speedy/ effective transfer of pupils across phases/ integration of those who have been absent.
16. Provide information and advice to enable pupils to make choices about their own learning/ behaviour/ attendance.
17. Challenge and motivate pupils, promote and reinforce self-esteem.

## Support for the Teacher

18. Work with the teacher to establish an appropriate learning environment.
19. Work with the teacher and other staff in lesson planning, evaluating and adjusting lessons/work plans as appropriate.
20. Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against predetermined learning objectives.
21. Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
22. Be responsible for maintaining and updating records, information and data as agreed with the teacher, contributing to reviews of systems/ records as requested and producing analysis and reports as required.
23. Undertake marking of pupils' work and accurately record achievement/ progress.
24. Promote and ensure health and safety, positive values, attitudes and good pupil behaviour dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
25. Liaise sensitively and effectively with parents/ carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/ meetings with parents with, or as directed.
26. Administer and assess routine tests and invigilate exams/ tests.
27. Establish constructive relationships with parents/ carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
28. Create and maintain a purposeful, orderly and productive working environment.
29. Ensure timely and accurate design, preparation and use of specialist equipment/ resources/ materials.
30. Assist in the development of lesson/ work plans, administration of coursework, work sheets etc.
31. Contribute to planning, development and organisation of systems/ procedures.
32. Liaise with feeder schools and other relevant bodies to gather pupil information.
33. Support pupils' access to learning using appropriate strategies, resources etc.
34. Assist in the development and implementation of appropriate behaviour management strategies and monitoring of systems relating to attendance and integration.
35. Provide general clerical/ admin support e.g. dealing with correspondence, compilation/ analysis/ reporting on attendance, exclusions etc, making phone calls, administer coursework, produce worksheets for agreed activities.

## Support for the Curriculum

36. Implement agreed learning activities/ teaching programmes, adjusting activities according to pupil responses/ needs.
37. Implement local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
38. Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
39. Help pupils to access learning activities through specialist support.
40. Determine the need for, prepare and maintain general and specialist equipment and resources.
41. Monitor and manage stock within an agreed budget, cataloguing resources and undertaking audits as required.
42. Maintenance of specialist equipment, check for quality/ safety, undertake specialist repairs/ modifications within own capabilities and arrange for other repairs/ modifications to be carried out.
43. Provide specialist advice and guidance as required.
44. Implement agreed work programmes/ practical lessons under the guidance of the teacher.
45. Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.

46. Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

#### Support for the school

47. Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
48. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
49. Contribute to the overall ethos/ work/aims of the school.
50. Establish constructive relationships and communicate with other agencies, in liaison with the teacher, to support achievement and progress of pupils.
51. Attend and participate in regular meetings.
52. Participate in training and other learning activities and performance development as required.
53. Recognise own strengths and areas of expertise and use these to advise and support others.
54. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
55. Undertake planned supervision of pupils' out of school hours learning activities.
56. Supervise pupils on visits, trips and out of school activities as required.

#### General

57. To undertake any other duties, commensurate within the grade, at the discretion of the Principal
58. Be familiar and comply with all relevant Health and Safety, Operational, Personnel, Child Protection,
59. To develop & promote high standards throughout the Academy.

#### Other

60. Ensure equality of opportunity is afforded to all persons both internal and external to the authority, actively seeking to eliminate any direct or indirect discriminatory practices/behaviour.

