



Teaching Assistant

	Print Name	Signature
Date Effective		
Head Teacher	Phil Collier	
Line Manager		
Employee		

Responsible to: Head Teacher, SENCo, Classroom Teacher

Grade: Level 2C (5-6)

PURPOSE OF POST:

Under the instruction and guidance of teaching staff/managers, to undertake educational activities and attend to the educational, personal and social needs of pupils in order to support their learning and development and to ensure their safety and to develop approaches to maintaining pupils who are in crisis.

MAIN RESPONSIBILITIES:

Support for Pupils

1. To attend to the educational, personal and social needs of pupils and any other requirements depending on the pupil's special needs and, wherever possible, make these part of the learning experience.
2. Under agreed school procedures, to give first aid/medicine where necessary.
To promote and support the inclusion of all pupils in the learning activities in which they are involved.
3. Whilst there may be a specific requirement to support a named pupil or pupils with a Statement of Special Educational Needs, support to other pupils may also be required, at the direction of the Headteacher.
4. To assist with preparation for school visits and the supervision of pupils on such visits, in liaison with the Educational Visits Coordinator.
5. To assist individual pupils experiencing difficulties in managing their behaviour supporting them outside the classroom/social group.
6. To assist pupils integration into the classroom/social group as part of their planned programme.
7. To set a good example to pupils through own presentation and conduct.
8. To liaise with parents/carers.
9. Making use of the school's database system. Set clear targets for social and behavioural achievement of individuals.
10. To provide an environment conducive to the social and emotional needs of pupils.

Support for Teachers

1. Within the overall plan set by the class teacher to assist in devising and extending educational activities and in preparation of the curriculum. This may include contributing to the development and implementation of Individual Education Plans (IEPs) and Personal and Pastoral Support Plans.
2. To help assess and systematically record pupils' progress and achievements, using the results of this monitoring in further support work.
3. To efficiently prepare, maintain and use classroom teaching materials and equipment, including organising the use of audio/visual and ICT equipment, bearing in mind the efficient use of school resources (this may include photocopying, arranging displays of work etc).
4. To assist in maintaining classroom discipline by working with individual and groups of pupils in developing expectations of acceptable personal and social behaviour and help make them part of the learning experience.
5. To support teachers with the behavioural management of individuals within the whole class setting, so that teaching objectives are met and best use is made of teaching time.
6. To support teachers in establishing and maintaining a purposeful working atmosphere and setting high expectations for pupils' behaviour.

Support for the Curriculum

1. To support the teaching of literacy, numeracy or other specific curriculum areas/specialisms as required and agreed with the Headteacher.

Support for the School

1. To work collaboratively with colleagues as part of a professional team, in particular the class teacher, the Special Educational Needs Co-ordinator (SENCO) and other teaching assistants; working at all times within the school's policies and procedures
2. To assist in the general efficient operation of the school, including providing cover for other support staff where necessary and as directed by the Headteacher.
3. To attend staff meetings and parents' evenings, participate in performance management arrangements and undertake training and development activities.
4. To ensure that support for the behaviour management of pupils is consistent with the school's policies and programmes; sharing good practice with colleagues.
5. To assist in establishing good relationships with parents and carers and provide information about educational, social and behavioural progress and targets.
6. To maintain confidentiality at all times in respect of school-related matters and to prevent disclosure of confidential or sensitive information.
7. To undertake tasks of a similar nature and level, as directed by the Headteacher.

Safeguarding Children

CONTEXT:

All teaching 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 Development Plan. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure 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. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers.

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment'.

PERSON SPECIFICATION

TEACHING ASSISTANT

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

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

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

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria.			
Attributes	Essential	Desirable	Source
Education Qualifications	NVQ Level 2 or equivalent	GCSE grades A* - C (9 – 4) in English & Maths or equivalent qualifications.	Application form and certificates
Experience	Experience of working with children in an educational setting within the last 5 years.	2 years' experience of working with children in a school.	Application form
Skills Knowledge Aptitude	Understanding educational needs of children. Ability to work collaboratively with others. Ability to work without constant supervision. Ability in the use of IT in a classroom setting	Knowledge of planning and development of educational activities.	Application form/ Interview Application Form/ Interview Application form/ Interview Application form/ Interview
Motivation	Willingness to be flexible. Willingness to undertake appropriate further training. Commitment to equality principles.		Interview Interview Interview
Physical	Ability to meet the physical needs of pupils		Interview
Other Requirements	Willingness to acquire First Aid Qualification.	Current First Aid Qualification	Certificate

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable any applicant with a disability (as defined under the Act) to meet the requirements of the post.

The job-holder will ensure that school policies are reflected in all aspects of his/her work, in particular those relating to:

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984 & 1998)
- (iv) Code of Conduct