



Support Staff Job Description and Person Specification

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| TITLE: | Teaching Assistant |
| Working arrangements: | To be agreed with successful applicant |
| Location: | Laureate Community Academy (flexible across the Trust by agreement) |
| Grade / Scale point: | 3 (below the mid-point bar) |
| Responsible to: | Class Teacher, Senior Leadership Team |
| Date: | September 2017 |
| Post holder: | |

INTRODUCTION

All our schools must embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

JOB PURPOSE

Under the direction of the teacher, who plans lessons and directs learning, the purpose of the Teaching Assistant is to:

1. Provide support to the teacher and, through this, to pupils and to the teaching of the curriculum;
2. Support pupils to raise their level of educational achievement, and to develop social skills and understanding;
3. Support pupils to learn as effectively as possible, both in group situations and individually;
4. Carry out duties within recognised procedures or guidelines;
5. Interpret information or situations and solve varied problems when supporting pupils' learning, progress and wellbeing (more complex problems will be referred to the class teacher or Senior Leadership Team);
6. Demonstrate tasks to new colleagues, and/or give advice and guidance to others.



KEY TASKS AND RESPONSIBILITIES

Support for Pupils

Under the teacher's direction:

1. Undertake a range of specialised tasks to develop pupil's language, literacy, numeracy and related skills, e.g. delivering targeted individual or group support in English and maths lessons;
2. Apply good subject knowledge in order to support pupils to overcome barriers to learning and therefore make good progress;
3. Establish a good knowledge of pupils' backgrounds and abilities, in order to maximise the impact of the support provided;
4. Maintain clear routines and high expectations when working with all pupils, irrespective of their backgrounds and abilities;
5. Work with individual pupils, small groups, or the whole class, some of whom may have special educational needs and/or disabilities, English as an additional language etc.;
6. Focus on the learning taking place, not task completion;
7. Use effective questioning to promote good learning;
8. Mark pupils' work as appropriate, maintaining basic records, and providing good quality verbal and written feedback to pupils which will enable them to understand their successes and the next steps in their learning;
9. Help pupils to evaluate their own learning, e.g. by returning to the learning objective;
10. Clarify and explain instructions;
11. Motivate pupils to concentrate on, finish and improve their work, whilst encouraging independence;
12. Develop methods of promoting/reinforcing pupil's self-esteem;
13. Support pupils with aspects of behaviour, withdrawing from class if appropriate;
14. As appropriate, look after sick/upset pupils and attend to physical needs;
15. Support learning and development by accompanying and working with pupils outside the classroom on trips, visits and other activities.



Support for Teachers

1. Maintain good communication with the class teachers, to ensure clear understanding of tasks and responsibilities and how these will be operated in practice to promote the best outcomes for pupils;
2. Provide support for the teacher during lessons, e.g. through directed work in English, maths and other subjects, enabling access to the curriculum;
3. Deliver agreed support or intervention programmes with a high level of autonomy, under the direction of the teacher, SENCo and/or Senior Leadership Team;
4. Complete administrative and organisational tasks (e.g. preparing lesson resources) which enable the teacher to focus on learning and teaching, and therefore have a positive impact on attainment and progress;
5. Assist the class teacher in preparation of resources and displays;
6. Support and assist teaching staff in maintaining a purposeful, orderly and supportive environment for learning in the classroom and around the school, by actively engaging with pupils to positively promote and enforce the school's Behaviour Policy;
7. Observe pupil learning and support this learning in the light of observations;
8. Provide good quality verbal and written feedback to the teacher on the progress and attainment of pupils supported, including barriers to learning and next steps which will inform the teacher's planning;
9. Act on the teacher's assessments to carry out further support work with pupil;
10. Maintain records of pupil needs and progress;
11. Assist teaching staff to ensure that the aims and objectives of the school are achieved, including (but not limited to) targets identified in the School Development & Improvement Plan.
12. Supervise pupils on the playground and elsewhere on the school site and premises as required as part of the school's agreed duty rota.



Team Working and Personal Professional Development

1. Attend and participate in curriculum planning meetings (after school as required);
2. Keep up-to-date with school policies and procedures;
3. Liaise, advise and consult with other members of staff, supporting children when asked to do so;
4. Attend relevant in-service training;
5. Undertake tasks to support the curriculum and assist with events organised as part of the curriculum;
6. Attend and contribute to SEN and appropriate review meetings, if required by the class teacher, SENCo and/or SLT and, where appropriate, disseminate information to other teaching assistants;
7. Support implementation of Government initiatives under the direction of SLT.

Health, Safety and Wellbeing

1. Follow Health and Safety procedures at all times, particularly with regard to pupil safety and that of staff colleagues;
2. Refer pupils to a school first aider or the Headteacher, ensuring that the class teacher is aware;
3. Be aware of and maintain full understanding of procedures to follow in the event of an emergency;
4. Keep up-to-date with and follow, safeguarding procedures.

Safeguarding

1. Samuel Ward Academy Trust is committed to safeguarding and promoting the welfare of children and young persons at all times. The post holder, under the guidance of the Designated Safeguarding Lead, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the School's Safeguarding Policies.
2. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).



General

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual appraisal, keeping appropriate evidence to support appraisal and pay decisions;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;
4. Maintain absolute confidentiality and exercise discretion with regard to staff/pupil information and the Trust's business at all times;
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times;
6. Undertake any other reasonable tasks and responsibilities as requested by the Headteacher, a member of the Senior Leadership Team or the Trust Executive Leadership Team which fall within the scope of the post.

Samuel Ward Academy Trust has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the Trust.

Signed: _____ (Post Holder)

Name: _____

Date: _____

Signed: _____ (Headteacher)

Date: _____



PERSON SPECIFICATION

TEACHING ASSISTANT (GRADE 3, BELOW THE BAR)

| CRITERIA | ESSENTIAL | DESIRABLE |
|--------------------------------|---|--|
| KNOWLEDGE | | |
| Technical or Specialist | <p>Experience of working with pupils</p> <p>Knowledge and use of a range of classroom equipment</p> <p>Basic knowledge of first aid</p> <p>Appropriate level of expertise, qualifications and/or experience in English and maths</p> <p>Early Years teaching assistants must have a full and relevant level 3 Early Years qualification</p> | <p>Broad awareness and understanding of medical conditions such as asthma, epilepsy etc.</p> <p>Awareness of health and safety procedures</p> <p>Experience of one to one support, where appropriate</p> |
| Literacy and Numeracy | <p>Ability to read and understand instructions</p> <p>Ability to complete reports such as incident report forms, behaviour sheets, planning feedback etc.</p> | |
| Organisational | <p>Knowledge of school policies and procedures</p> | <p>Good knowledge and understanding of the school's structure</p> |
| MENTAL SKILLS | | |
| Research | <p>Assist teacher with information gathering and resources as appropriate</p> | |
| Problem Solving | <p>Ability to recognise and resolve or report problems</p> | |
| Creativity/new ideas | <p>Assist teacher in creating a positive learning environment</p> | |

| INTERPERSONAL AND COMMUNICATION | | |
|--|---|--|
| Written and verbal | <p>Ability to communicate clearly</p> <p>Ability to encourage participation and give feedback to pupils</p> | |
| Caring skills | Sensitivity to pupils' needs | |
| Advising/guiding | <p>Advising and guiding pupils on the best way to handle situations, under the teacher's direction</p> <p>Encouraging pupils to participate in or complete tasks</p> <p>Providing basic advice to other teaching assistants</p> <p>Ability to conciliate between pupils in relationship/friendship disputes</p> <p>Assist with the induction of new teaching assistants</p> | |
| PHYSICAL | | |
| Keyboard | Ability to use ICT to advance pupils' learning and ability to use ICT tools for own benefit | |
| Manual Skills | <p>Use of craft knives, glue guns etc. when displaying work or assisting pupils in practical lessons</p> <p>Help pupils to use tools and equipment as required to support learning</p> | |
| Level of Autonomy | <p>Work is covered by set policies and procedures</p> <p>Able to work with small groups of pupils when carrying out specific tasks or on field trips etc.</p> <p>Able to supervise larger numbers of pupils when on duty break/lunchtime</p> <p>Able to make decisions on when to refer queries/problems to teaching staff or line manager</p> | |