

JOB DESCRIPTION**SCHOOL:** The Glebe Primary School**POST TITLE:** Teaching Assistant Level 4**GRADE:** I (SCP 19 - 22)**REPORTS TO:** Members of the Senior Leadership Team

MAIN PURPOSE: To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision, for all pupils, including those who need particular help in overcoming barriers to learning. This may involve planning, preparing and delivering learning activities for individuals/groups or whole classes for P.P.A. or short-term absences. This will include monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development. The role includes responsibility for the management of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training

.....

TASKS:**SUPPORT FOR THE PUPIL:**

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils learning
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Develop and implement Individual Education/ Behaviour Plans
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

SUPPORT FOR THE TEACHER:

- Organise and manage appropriate learning environment and resources
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence
- Supporting the role of parents in pupils learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc
- Administer and assess/mark tests and invigilate examinations/tests
- Production of lesson plans, worksheets, plans etc
- Support teaching staff in the carrying out of home visits and in the liaison with outside agencies

- Assist the teaching staff in the smooth transition between educational phases

20.4

SUPPORT FOR THE CURRICULUM:

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- Deliver 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 pupils skills
- Use ICT effectively to support learning activities and develop pupils competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of pupils interests and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment

SUPPORT FOR THE SCHOOL:

- Comply with and assist with the development of policies and procedures relating to Child Protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class
- Being a member of the school/unit management team
- Assist with organisation and accompany teaching staff and pupils on visits, trips and out of school activities as required
- Attend all relevant team/staff/school meetings
- Participate in training and other learning activities and performance development as required
- Show a duty of care and take appropriate action to comply with Health & Safety requirements at all time
- Demonstrate and promote commitment to Equal Opportunities and to the elimination of behaviour and practices that could be discriminatory.

SAFEGUARDING - PROMOTING THE WELFARE OF CHILDREN AND YOUNG PEOPLE

- To demonstrate a commitment to safeguarding and promoting the welfare of children and young people, staff and volunteers.
- To demonstrate a thorough understanding of safeguarding and safer recruitment policies and procedures, and their application within an educational setting/environment.

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

Signed:

Date:

PERSON SPECIFICATION**POST TITLE:** Teaching Assistant Level 4**GRADE:** I (SCP 19 - 22)

	Essential	Desirable
QUALIFICATIONS/ TRAINING:	<ul style="list-style-type: none"> Requirement to complete Teaching Assistant Induction Programme Willingness to participate in relevant training and development opportunities NVQ Level 3 or equivalent qualification in relevant discipline OR appropriate experience as a Teaching Assistant Qualifications at GCSE level or equivalent in Maths and English 	<ul style="list-style-type: none"> HLTA status/NVQ Level 4 or equivalent qualification in relevant discipline First Aid training or willingness to undertake appointed person certificate in First Aid Child Protection training Training in the literacy/numeracy strategy Training in Special Educational Needs strategies
EXPERIENCE:	<ul style="list-style-type: none"> Recent and relevant experience of working with children within an education setting, within a specified age range/subject area 	<ul style="list-style-type: none"> Experience of working in a school environment
SKILLS/ KNOWLEDGE:	<ul style="list-style-type: none"> Ability to relate well to children and adults Ability to work effectively within a team environment, understanding classroom roles and responsibilities Ability to build effective working relationships with all pupils and colleagues Ability to promote a positive ethos and role model positive attributes Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate Ability to adapt own approach in accordance with pupils needs 	<ul style="list-style-type: none"> Relevant knowledge of First Aid Knowledge of Child Protection Equal Opportunities and recognising the nature of the diverse school community Understanding of basic technology – computer, video, photocopier etc

	<ul style="list-style-type: none"> • Understanding of statutory frameworks relating to teaching & learning • Ability to continually develop and extend own working practices • Working knowledge of relevant policies/codes of practice/legislation • Advanced understanding of national curriculum and other basic learning Programmes/techniques (within specified age range/subject area) e.g. knowledge of core subjects • Understanding of principles of child development, learning styles and independent learning • Specialist subject knowledge/curriculum/resources • Experience of resources preparation to support learning programmes • Effective use of ICT to support learning • Experience of resources preparation to support learning programmes • Excellent communication skills • Excellent numeracy and literacy skills • Be able to maintain confidentiality • Excellent listening skills • The ability to manage behaviour of children in a positive and supportive manner • Awareness and basic understanding of the school curriculum (within specified age range or subject area) • General awareness of inclusion, especially within a school setting 	
PERSONAL AND PROFESSIONAL ATTRIBUTES:	<ul style="list-style-type: none"> • Friendly, approachable and professional manner • Calm approach • A commitment to working as part of the whole school team and supporting the vision and aims of the school • High expectations of all pupils; 	

	<p>respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements</p> <ul style="list-style-type: none">• Ability to build and maintain successful relationships with pupils; treat them consistently, with respect and consideration, and demonstrate concern for their development as learners• Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work• Ability to liaise sensitively and effectively with parents and carers, recognising their role in pupils learning• Able to improve their own practice through observations, evaluation and discussion with colleagues	
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

