

# MONTPELIER PRIMARY SCHOOL



## Teaching Assistant Job Description

**Name**

**Post held** Teaching Assistant (Grade D)

**Responsible to** School Leadership Team and SENCo

**Liaises with** Class Teachers, Unit Leaders and SENCo

### Job Purpose

To undertake work/care/support programmes to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom.

To work under the instruction/guidance of senior/teaching staff to support the delivery of quality learning and teaching and to help raise standards of achievement for all pupils.

Duties may be carried out in the classrooms or outside the main teaching area.

### Duties and Responsibilities

Support for pupils:

1. Develop a knowledge of a range of learning support needs and to develop an understanding of the specific needs of the pupils to be supported;
2. Organise and provide particular support for pupils, ensuring their safety and access to learning activities;
3. Taking into account the learning support involved, to aid the pupils to learn as effectively as possible both in group situations and on his/her own by, for example:
  - Clarifying and explaining instructions;
  - Ensuring the pupil is able to use equipment and materials provided;
  - Assisting in weaker areas, e.g. language, behaviour, social skills, reading, spelling, handwriting/presentation;
  - Helping pupils to concentrate on and finish learning set;
  - Meeting physical needs as required whilst encouraging independence;
  - Assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care Programmes;
  - Developing appropriate resources to support the pupil;
  - Providing support for individual pupils inside and outside the classroom to enable them to interact with others and engage in activities led by the teacher.
4. Establish constructive relationships with pupils and interact with them according to individual need;
5. Promote the inclusion and acceptance of all pupils;
6. Set challenging and demanding expectations and promote self-esteem and independence;
7. Provide the necessary pastoral care to enable pupils to feel secure and happy;
8. Provide feedback to pupils in relation to progress and achievement under guidance of the teacher;
9. Provide additional support for Pupil Premium pupils both before and after main school hours for example; by collecting pupils in the minibus and bringing them in for booster sessions, and possibly Breakfast Club if required, and also conducting nurture sessions after school.

## Support for teachers

10. Assist the class teacher (and other professionals as appropriate), in the development and planning of a suitable programme of support for pupils;
11. Monitor pupil's responses to learning activities and accurately record achievement as directed;
12. Provide detailed and regular feedback about the pupils to the teacher;
13. Contribute to the maintenance of pupil's progress records;
14. Participate in the evaluation of support programmes;
15. Promote good behaviour, dealing promptly with conflicts and incidents in line with established policy, and encourage pupils to take responsibility for their own behaviour;
16. Establish constructive relationships with parents/carers;
17. Administer routine tests and undertake routine marking of pupil's work;
18. Support class teachers in photocopying and other tasks in order to support teaching.

## Support for the curriculum:

19. Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses;
20. Undertake intervention programmes linked to local and national learning strategies, recording achievement and progress, and feeding back to the teacher;
21. Support the use of computing in learning activities and develop pupils' competence and independence in its use;
22. Assist with the preparation and maintenance of equipment/resources required to meet lesson plans/relevant learning activities to support the delivery of an enriched curriculum.

## Support for the school:

23. Supervise whole classes during the short-term absence of teachers, with the primary focus being to maintain order and keep pupils on task but also to teach pre-planned lesson content;
24. Be aware of and comply with the procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person;
25. Provide assistance with pupil first aid and welfare issues;
26. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop;
27. Contribute to the overall ethos/work/aims of the school;
28. Be flexible in allocation and deployment in order to cover short and long term sickness;
29. Be deployed within the school Breakfast Club as required;
30. Undertake break and lunch time supervision duties as required in order to maintain a continuity of transition between classroom and playtime behaviour expectations;
31. Appreciate and support the roles of other professionals;
32. Attend and participate in relevant meetings as required;
33. Where appropriate develop a relationship to foster links between home and school;
34. Liaise, advise and consult with other members of the team supporting pupils as appropriate;
35. Contribute to reviews of pupil's progress as appropriate;
36. Set a good example in terms of dress, punctuality and attendance;
37. Prepare and present displays of pupil's work as required;
38. Undertake other agreed duties from time to time as required by the Headteacher/SLT.

## Arrangements for appraisal of performance

The role of the Teaching Assistant will be monitored through the school's performance management programme by teachers, and by middle and senior leaders.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

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## Teaching Assistant Person Specification

The person specification stipulates the abilities and skills you will need to carry out the duties in the job description. An individual's capacity to carry out the TA role is established on the basis of how well they meet the requirements of the person specification. Experience an individual has acquired that shows how they could meet these requirements is important as well as identifying any relevant training or qualifications pertinent to the role.

	Essential	Desirable
<b>Experience</b>		
Experience of working with children of relevant age.	✓	
Relevant Teaching Assistant experience.		✓
A desire for, and relevant experience of, teaching lesson content to whole classes.		✓

<b>Qualification/Training</b>		
Good numeracy and literacy skills.	✓	
NVQ Level 2 for Teaching Assistants or equivalent qualification.		✓
Willingness to work towards a relevant Teaching Assistant qualification.	✓	
Training in relevant intervention programmes.		✓
First Aid training as appropriate (or willingness to undertake this).	✓	

<b>Knowledge</b>		
An understanding of relevant school policies, guidance and codes of practice.		✓
A general understanding of the national and foundation stage curricula.		✓
An understanding of relevant learning programmes, strategies and interventions.		✓
A basic understanding of principles of child development and learning processes.	✓	
Display commitment to protection and safeguarding of children and young people.	✓	
Knowledge of developing and implementing Individual Education Plans.		✓
Knowledge of implementing Behaviour Plans and Personal Care programmes.		✓

<b>Skills</b>		
An ability to comply with all school policies, guidance and codes of practice.	✓	
Ability to use ICT effectively to support learning, e.g. SIMS and SMART software.		✓
Ability to use relevant technologies; e.g. interactive whiteboards and photocopiers.		✓
Ability to self-evaluate learning needs and actively seek learning opportunities.	✓	
Ability to develop positive and effective relationships with both children and adults.	✓	
Demonstrate effective behaviour management and organisational skills.		✓
Work effectively within a team, understanding classroom roles and responsibilities.	✓	
Ability to provide effective feedback to pupils to enhance their learning.	✓	
Ability to provide objective feedback to others on pupil achievement and progress.	✓	
Ability to appropriately mark, respond to, and record outcomes of pupils' learning.	✓	
Operate effectively to prioritise the safety of pupils at all times.	✓	
Ability to assist with pupil first aid and welfare issues.		✓
Competent at engaging appropriately and confidently with parents and carers.		✓