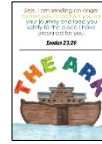


Teaching Assistant Job Description



| | |
|-------------------------|----------------------------|
| Job title | Level 3 Teaching Assistant |
| Salary scale | NJC 12 - 18 |
| Hours per week | 37 hours, term-time only |
| Contract | Permanent |
| Responsible to: | Headteacher |
| Line Managed by: | Deputy Headteacher |

St Michaels CE (A) Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Main purpose

The Teaching Assistant (TA) will:

- Work with class teachers to raise the learning and attainment of pupils
- Promote pupils' independence, self-esteem and social inclusion
- Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement
- Promote the Christian ethos of the school

Duties and responsibilities

Teaching and learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance and pass observations on to the class teacher
- Supervise a class if the teacher is temporarily unavailable
- Use ICT skills to advance pupils' learning
- Undertake any other relevant duties given by the class teacher

Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons

Working with colleagues and other relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision

- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school’s policies, practices and procedures, so as to support the school’s values and vision
- Make a positive contribution to the wider life and ethos of the school

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils’ well-being by following the requirements of Keeping Children Safe in Education and our school’s child protection policy
- Look after children who are upset or have had accidents

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school’s appraisal procedures

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

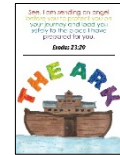
This job description is current at the date shown, but following consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job which are commensurate with the grade and job title.

Signed..... (Level 3 Teaching Assistant)

Signed..... (Headteacher)

Signed..... (Chair of Governors)

PERSON SPECIFICATION – TEACHING ASSISTANT LEVEL 3



| FACTORS | ESSENTIAL | DESIREABLE | HOW IDENTIFIED |
|-------------------------------|---|--|--|
| Qualifications and Experience | <ul style="list-style-type: none"> Evidence of satisfactory experience as TA, with evidence of INSET undertaken GCSE – English/Maths or equivalent eg adult literacy/numeracy NVQ Level 3 or equivalent qualification (degree) Good IT skills | <ul style="list-style-type: none"> Advanced certificate in Learning Support Further qualifications eg HLTA, Degree Knowledge of legislation relevant to schools eg Health and Safety, Child Protection etc. | <ul style="list-style-type: none"> Application form Interview |
| Training | <ul style="list-style-type: none"> Training relevant to post | <ul style="list-style-type: none"> Evidence of working with multi-ethnic children, EAL children and children with SEN/additional needs Trauma-informed training | <ul style="list-style-type: none"> Application form |
| Knowledge and Skills | <ul style="list-style-type: none"> Knowledge and understanding of how children develop Knowledge and understanding of how to support children in developing numeracy and literacy skills Knowledge and understanding of supporting children with Special Educational Needs Ability to use IT resources Good communication skills High expectations of learning and behaviour Able to work constructively as part of a team whilst being able to demonstrate initiative | <ul style="list-style-type: none"> Experience of out of hours learning Experience of planning and assessment | <ul style="list-style-type: none"> Letter of application Interview References |
| Personal Qualities | <ul style="list-style-type: none"> Commitment to own personal and professional development Reliable, honest, efficient Self-motivated and hardworking Good communication skills Sense of humour Enthusiasm, energy, imagination and forward-looking | <ul style="list-style-type: none"> Adaptable and versatile approach - flexibility | <ul style="list-style-type: none"> Application form References Letter of application Interview |
| Commitment | <ul style="list-style-type: none"> Commitment to the School and its children Empathy with the Christian ethos of the School Commitment to equality of opportunity irrespective of ability, gender, ethnic or social background | <ul style="list-style-type: none"> Able to offer extra-curricular activities | <ul style="list-style-type: none"> Interview |