

WHITEHOUSE COMMUNITY PRIMARY SCHOOL

Job Description



Job Title	Teaching Assistant
Grade	Grade 3 (below the bar)
Responsible to	Phase Leader / Assistant Headteacher

Purpose of Job:

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
- Provide learning and care support for pupils with Special Educational Needs and Disabilities (SEND).

Duties and Responsibilities

Supporting Pupils

- Build positive relationships with pupils, promoting high self-esteem and independence
- 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)
- Provide Designated Adult support for pupils with SEND as required to facilitate inclusion and meet individual needs
- Under the guidance of the class teacher and SENDCo, deliver support as outlined in Learning Plans, Medical Care Plans, Risk Assessments, Intimate Care Plans and Personal Emergency Evacuation Plans (PEEPs) and Education Health and Care Plans (EHCPs)
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- 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
- Promote high standards of behaviour, responding to incidents in line with the school's behaviour policy and guidelines on physical intervention
- Adapt communication style to respond to pupils according to their individual needs
- Support pupils with their social, emotional and mental health needs, escalating concerns where appropriate
- Assist with the development and delivery of individual education and support plans
- 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
- Supervise children and support their learning during children during educational visits
- Use ICT skills to advance pupils' learning
- Act as a role model and set high expectations of conduct and behaviour and be an example of 'The Whitehouse Way'

- Assisting with the supervision of pupils, including at break times
- 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
- Be proactive in ensuring awareness and understanding of the needs of children with SEND by reading Learning Plans, Medical Care Plans, Risk Assessments, Intimate Care Plans and Personal Emergency Evacuation Plans (PEEPs) and Education Health and Care Plans (EHCPs)
- Prepare the classroom for lessons.

Professional Development

- Help keep 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
- Be proactive in seeking advice from the class teacher and SENDCo in supporting needs of individual children.
- Take part in the school's performance management procedures.

Supporting the Teacher

- Maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work
- Provide detailed and regular feedback to teachers on children's achievement, progress, concerns etc
- Monitor pupils' responses to learning activities and accurately record achievement/progress as requested
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with school procedures and encourage pupils to take responsibility for their own behaviour
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- Provide admin assistance
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Administer routine tests and undertake routine marking of pupils' work.

Working with Staff, Parents/Carers and 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
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- 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
- Implement the advice of the class teacher, SENDCo and relevant professionals in supporting the needs of individual children
- Develop effective professional relationships with colleagues.

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Keep up to date with safeguarding updates by attending training and reading Trust policies
- Have an awareness of the vulnerabilities of pupils with SEND
- Promote the safeguarding of all pupils in the school.

Health and Safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's Child Protection Policy
- Take appropriate responsibility for one's own health, safety and welfare and the health and safety of pupils, visitors and work colleagues in accordance with the requirements of school policies
- Look after children who are upset or have had accidents
- Ensure the maintenance of good standards of cleanliness and hygiene for children. This may include changing nappies, changing children's clothing, toilet training and cleansing equipment
- Ensure that Intimate Care Plans, Medical Care Plans, Risk Assessments and PEEPs are followed
- This is a physically demanding job which requires an adequate level of mobility. If there are any facts which will impede on this you must inform your line manager immediately.

Personal and Professional Conduct

- Follow the Staff Code of Conduct
- Read and understand the relevant policies as directed by the Headteacher and Trust
- Ensure that confidentiality is maintained at all times
- Promote the inclusive ethos of the school
- Maintain high professional standards in all interactions with pupils, colleagues, parents and carers.

Please note, 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 postholder 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 will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties. Elements of this job description and changes to it may be negotiated at the request of either the Headteacher or the incumbent of the post.

The duties and responsibilities of this post may vary from time to time and post holders may be expected to undertake other duties of a similar level / nature which is considered appropriate to the level of this post.

Whitehouse Primary School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening, including checks with past employers and the Disclosure & Barring Service.

		Name	Signature	Date
Agreed by	Job Holder			
	Headteacher	ANNA SIDDALL		17.9.2025

PERSON SPECIFICATION

Criteria	Essential to basic performance of job	Required for fully competent performance of job
Knowledge:		
Technical or specialist	<ul style="list-style-type: none"> • Experience of working with/supervising pupils including knowledge of behavioural and learning difficulties • Knowledge and use of a range of equipment • Basic knowledge of first aid • Recognised competence in literacy and/or numeracy • Supervisory experience 	<ul style="list-style-type: none"> • Broad awareness and understanding of medical conditions such as asthma, epilepsy etc • Awareness of health and safety procedures • Experience of one to one support, where appropriate • NVQ3, or equivalent in related area • Awareness of procedures relating to managing staff, e.g. health and safety, recruitment and selection etc
Literacy and numeracy	<ul style="list-style-type: none"> • Ability to read and understand school policies and procedures relevant to area of work • Ability to complete reports such as incident report form, behaviour diary, progress report etc 	
School environment		<ul style="list-style-type: none"> • Knowledge of school policies and procedures • Good knowledge and understanding of the school's structure • Awareness and understanding of relevant government initiatives
Mental Skills:		
Research	<ul style="list-style-type: none"> • Assist teacher with information gathering and resources as appropriate 	
Problem solving	<ul style="list-style-type: none"> • Ability to recognise and resolve more complex problems, referring unusual or difficult problems to classroom teacher or other appropriate person 	

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Thinking creatively / Developing new ideas	<ul style="list-style-type: none"> • When supervising or working with small groups of pupils the post holder must be able to adapt support given to pupils depending on age and/or ability • Assist teacher in creating a positive learning environment • Creative ways of learning/making learning interesting • Develop and plan activities and group work for pupils in conjunction with teaching staff • In consultation with teaching staff, develop and amend timetables to ensure adequate staff cover 	
Interpersonal & Communications Skills:		
Caring skills	<ul style="list-style-type: none"> • Sensitivity to pupils' needs 	
Advising / guiding skills	<ul style="list-style-type: none"> • Advising and guiding pupils on the best way to handle situations, under the teacher's direction • Encouraging pupils to participate in or complete tasks • Ability to conciliate between pupil in playground or classroom disputes • Negotiating with teaching staff e.g. for teaching assistant cover • Providing advice and guidance to Teaching Assistants on procedures and policies 	<ul style="list-style-type: none"> • Providing information, advice and guidance to other Teaching Assistants and possibly supply teachers, or parent helpers or teaching students etc
Verbal and written communications skills (including use of languages)	<ul style="list-style-type: none"> • Ability to communicate clearly and explain sometimes complex information to colleagues, and on occasion parents, with due regard for confidentiality, and under the direction of the teacher 	

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Training and/or presentation skills	<ul style="list-style-type: none"> • Ability to encourage participation and give feedback to pupils • Ability to maintain appropriate level of confidentiality • Administering reading and spelling tests, under the direction of the teacher • Attending and contributing to review and other meetings, as appropriate • Develop and deliver induction and In Service Training for new Teaching Assistants 	
Physical skills:		
Keyboard skills / use of mouse		<ul style="list-style-type: none"> • Ability to use keyboard and mouse required if supporting pupils using IT equipment
Other manual skills	<ul style="list-style-type: none"> • Use of guillotine, craft knives, glue guns etc when displaying work or assisting pupils in practical lessons • Help pupils to use tools and equipment as required to support learning 	
Other attributes:		
Level of autonomy	<ul style="list-style-type: none"> • Although work is covered by set policies and procedures, Teaching Assistants at this level must be able to manage own work and that of others under the guidance of the teacher • Able to work with small groups of pupils when carrying out specific tasks or on field trips etc • Able to supervise larger numbers of pupils when on duty break/lunchtime • Able to make decisions on when to refer queries/problems to teaching staff or line manager 	