

## Job Description

<b>Job-title</b>	Teaching Assistant
<b>Location</b>	Cedars Park Primary School
<b>Grading/Salary:</b>	Teaching Assistant, Grade 3, Spine Points 4 – 6
<b>Accountable to:</b>	Vice Principal

### PROFESSIONAL DUTIES

All staff employed at Cedars Park are expected to support the culture and ethos of the school and Trust as a whole as directed by the Vice Principal / Principal.

All staff, including Teaching Assistants and Higher-Level Teaching Assistants, are expected to accept, abide by, and promote the professional expectations and procedures of the Trust and school, and are expected to adhere to, and actively support, all policies.

All staff must undergo a Disclosure and Barring Service check and Safeguarding Training.

### CORE PURPOSE

- To work with teaching staff to raise the learning and attainment of learners
- To promote learners' independence, self-esteem and social inclusion
- To provide support to learners, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement

### SAFEGUARDING

The Oxlip Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The post holder, under the guidance of the Vice Principal/ Principal, will be responsible for promoting and safeguarding the welfare of all children with whom they come into contact, in accordance with the Trust's and school's safeguarding policies and procedures. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS)

## PRINCIPAL RESPONSIBILITIES AND TASKS FOR ALL TEACHING ASSISTANT POSTS

### *Support for Learners (under the teacher's direction)*

- To use a wide range of opportunities to develop learners' language, literacy, numeracy and related skills;
- To use own specialism / expertise to support specific learners;
- To work with learners, either one-to-one or in small groups, some of whom may have Special Educational Needs;
- To mark learners' work, as appropriate, maintaining basic records;
- To clarify and explain instructions;
- To motivate and encourage learners, as required;
- To help learners to concentrate on and finish work set, whilst encouraging independence;
- To develop methods of promoting / reinforcing learners' self-esteem;
- To support learners with aspects of behaviour, using effective behaviour management strategies consistently in line with the school's policy and procedure;
- To look after sick / upset learners as appropriate;
- To undertake basic first aid and administer medication in accordance with relevant school policy and procedure;
- To support learning and development by accompanying and working with learners outside the classroom on trips, visits and other activities.

### *Support for Teachers*

- To liaise with teaching staff to ensure clear understanding of tasks and responsibilities and how these will be operated in practice to promote the best outcomes for learners;
- To maintain a purposeful, orderly and supportive environment for learning;
- To assist teaching staff in supporting learners, enabling access to the curriculum;
- To assist teaching staff in the preparation of resources and displays;
- To support and assist teaching staff in maintaining good order and discipline in the classroom and around the school, by actively engaging with learners to positively promote and enforce the school's behaviour policy;
- To observe learning and support this learning in the light of observations;
- To monitor learners' performance, providing regular feedback to teaching staff;
- To act on teaching staff assessments to carry out further support work with learners;
- To maintain records of learner needs and progress;
- To assist teaching staff to ensure that aims and objectives of the school are achieved;
- To supervise learners around the school site and premises as required as part of the school's agreed duty rota;

### *Professional Development and Team Working*

- To participate in the Trust's Appraisal process
- To keep up-to-date with Trust / school policies and procedures;
- To liaise, advise and consult with other members of the staff team, supporting learners when asked to do so;
- To participate in training and other learning activities and professional development as required;
- To undertake tasks to support the curriculum and assist with events organised as part of the curriculum;
- To attend and contribute to SEN and appropriate review meetings, if required by teaching staff, the SENDCo and/or Vice Principal / Principal and where appropriate, disseminate information to other Teaching Assistants.

### *Other*

- To actively contribute to and promote the overall ethos and values of the school and the wider Trust;
- To implement all agreed Trust and school policies;
- To promote the safety and well-being of pupils and inform the Subject Leader, Phase Leader, SLT member or Safeguarding designate of any concern, which may affect Health & Safety of the school population;

- To maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with learners, parents, staff colleagues, external agencies and other visitors to the school or wider Trust;
- To maintain absolute confidentiality and exercise discretion with regard to staff / learner information and the Trust or school's business at all times;
- To 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.

## PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE	Evidence for selection from:
QUALIFICATIONS	<ul style="list-style-type: none"> <li>• GCSEs at grades 9 to 4 (A* to C) including English and maths</li> </ul>	<ul style="list-style-type: none"> <li>• A-Levels</li> <li>• Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or other relevant qualification in nursery work or childcare (or willingness to work towards a qualification if not already held)</li> </ul>	Application Form
EXPERIENCE	<ul style="list-style-type: none"> <li>• Experience of working with children / pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with learners with ASD</li> <li>• Experience of running interventions to support learners with dyslexia, dyscalculia or other additional needs</li> </ul>	Application Form, interview and Letter
SKILLS AND KNOWLEDGE	<ul style="list-style-type: none"> <li>• Good literacy and numeracy skills</li> <li>• Good organisational skills</li> <li>• Ability to build effective working relationships with learners and adults</li> <li>• Skills and expertise in understanding the needs of all learners</li> <li>• Knowledge of how to help adapt and deliver support to meet individual needs</li> <li>• Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teaching staff and learners</li> <li>• Excellent verbal communication skills</li> <li>• Active listening skills</li> <li>• Ability to remain calm in stressful situations</li> <li>• Good ICT skills, particularly using ICT to support learning</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of guidance and requirements around safeguarding children</li> <li>• Understanding of roles and responsibilities within the classroom and whole school context</li> </ul>	Application Form, interview and Letter

<p>PERSONAL QUALITIES</p>	<ul style="list-style-type: none"> <li>● Sensitivity and understanding, to help build good relationships with learners</li> <li>● A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li> <li>● Commitment to maintaining high standards of professional conduct and confidentiality at all times</li> <li>● Commitment to safeguarding learners' wellbeing and equality</li> </ul>		<p>Application Form and Letter, Interview and Reference</p>
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