**TEACHING ASSISTANT**

To work under the instruction/guidance of teaching/senior staff 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. Work may be carried out in the classroom or outside the main teaching area.

**SUPPORT FOR PUPILS**

• Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities

• Assist with the development and implementation of Individual Education/Behaviour Plans, Personal Care programmes, EHCPs, PLPs (Personalised Learning Plans for More Able, Gifted and Talented pupils)

• Establish constructive relationships with pupils and interact with them according to individual needs

• Promote the inclusion and acceptance of all pupils

• Encourage pupils to interact with others and engage in activities led by the teacher

• Set challenging and demanding expectations and promote self-esteem and independence

• Provide feedback, live marking, to pupils in relation to progress and achievement in accordance to the school’s evaluative marking expectations

**SUPPORT FOR TEACHERS**

• Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils’ work

• Use strategies, in liaison with the teacher, to support pupils to achieve learning goals

• Assist with the planning of learning activities

• Monitor pupils’ responses to learning activities and accurately record achievement/progress as directed

• Provide detailed and regular feedback to teachers on pupils’ achievement, progress, problems etc.

• Promote outstanding pupil behaviour, dealing promptly with conflict and incidents in line with established school behaviour management policy and encourage pupils to take responsibility for their own behaviour

• Establish constructive relationships with parents/carers

• Administer routine tests and undertake routine evaluative marking of pupils’ work (especially for pupils that have undertaken activities led by the Teaching Assistant)

• Provide clerical/admin. support e.g. photocopying, typing, filing, money, changing books etc.

**SUPPORT FOR THE CURRICULUM**

• Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses

• Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, early years, recording achievement and progress and feeding back to the teacher

• Support the use of ICT in learning activities and develop pupils’ competence and independence in its use

• Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use

**SUPPORT FOR THE SCHOOL**

• Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all 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

• Appreciate and support the role of other professionals

• Attend and participate in relevant meetings, school celebrations, lead extracurricular opportunities as required

• Participate in training and other learning activities and the School’s CPD packages as required

• Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime

• Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the overall supervision of the teacher

**The duties and responsibilities of any post may change from time to time, and post holders may be expected to carry out other work not explicitly mentioned above which is considered to be appropriate to the existing level of responsibility vested in the post.**

**PERSON SPECIFICATION**

|  |  |  |
| --- | --- | --- |
| **Qualifications** | **Essential** | **Desirable** |
| Minimum of NVQ Level 2 or equivalent qualification |  |  |
| GCSE In English and Maths |  |  |
| Completion of DfES Teacher Assistant Induction Programme |  |  |
| Safeguarding training/School Safe training as appropriate |  |  |
| First aid training as appropriate |  |  |
| **Experience** | | |
| Working in a school or similar environment |  |  |
| Effective use of ICT to support learning |  |  |
| General understanding of the National Curriculum |  |  |
| Knowledge of running interventions |  |  |
| Basic understanding of child development and learning |  |  |
| **Personal qualities and attributes** | | |
| Creativity and initiative to create resources and exciting, practical, meaningful learning experiences |  |  |
| Ability to encourage children to reach their full potential in terms of academic achievement but also their social and emotional development |  |  |
| Ability to work as part of a team and be flexible |  |  |
| Ability to self-evaluate learning needs and actively seek learning opportunities |  |  |
| Willingness to run a before or after school club for at least half a term |  |  |

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