**Leiston Primary** **School** **Teaching** **Assistant** **Post**

Are you passionate about the development of children?

Our school is a thriving environment which supports pupils from a range of backgrounds and we are currently looking to recruit a Teaching Assistant to be part of our team. We are looking for a dedicated individual who has high expectations of pupil behaviour and attainment.

You would be expected to: **Support** **for** **pupils**

● Undertake a range of tasks to support learning e.g. supporting phonics, literacy and numeracy work as directed by the class teacher. This may be work with small groups or individuals.

● Work with pupils, either one-to-one or in small groups, some of whom may have additional educational or emotional needs.

● As appropriate, look after sick/upset pupils and attend to physical needs.

* To supervise the children at all times during lunchtime on the school premises and   
  children are behaving appropriately in line with the schools behaviour policy at all times including in the dining room, playground and during wet lunchtimes.

**Support** **for** **the** **teacher**

● Provide support for the teacher during lessons, e.g. through directed work in Literacy or Numeracy and other curriculum areas, or supervising small groups of pupils whilst the teacher is carrying out assessments.

● Preparation of materials for a lesson.

● Maintain records of pupil needs and progress.

● Assist teaching staff to ensure that the aims and objectives of the school and Academy are achieved.

**Support** **for** **school**

● Attend and contribute to appropriate review meetings, if required by the Head Teacher.

● Support a wider range of school activities which may include extra-curricular opportunities.

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**

**Criteria**

**Knowledge:**

**Essential** **to** **basic** **performance** **of** **job**

**Required** **for** **fully** **competent** **performance** **of** **job**

Technical or specialist

● Experience of working with pupils

● Broad awareness and understanding of medical conditions such as asthma, epilepsy etc

● Knowledge and use of a ● range of equipment

● Basic knowledge of first ● aid

● Recognised competence ● in literacy and/or

numeracy

Awareness of health and safety procedures

Experience of one to one support, where appropriate

NVQ2 or equivalent in related area

Literacy and numeracy

● Ability to read and understand instructions

● Ability to complete reports such as incident report form, behaviour diary, progress report etc

School environment

**Mental** **Skills:**

Research ●

Problem solving ●

Thinking creatively / ● Developing new

ideas

●

Assist teacher with information gathering and resources as appropriate

Ability to recognise and resolve or report problems

When supervising/ working with small groups of pupils the post holder must be able to adapt support given to pupils depending on age and/or ability

Knowledge of school policies and procedures

**Criteria**

●

**Essential** **to** **basic** **performance** **of** **job**

Assist teacher in creating a positive learning environment

**Required** **for** **fully** **competent** **performance** **of** **job**

**Interpersonal** **&** **Communications** **Skills:**

Caring skills

Advising / guiding skills

Verbal and written communications skills (including use of languages)

Training and/or presentation skills

● Sensitivity to pupils' needs

● 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

● Providing basic advice to other Teaching Assistants

● Ability to communicate clearly

● Ability to encourage participation and give feedback to pupils

● Ability to maintain appropriate level of confidentiality

● Attending and contributing to review and other meetings, as appropriate

● Administering reading and spelling tests, under the direction of the teacher

● Assist with the induction of new Teaching Assistants

Providing information to other members of staff in relation to pupils’ behaviour, activities and general progress

**Criteria**

**Essential** **to** **basic** **performance** **of** **job**

**Required** **for** **fully** **competent** **performance** **of** **job**

**Physical** **skills:**

Keyboard skills / use of mouse

Other manual skills ●

●

●

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

Ability to use keyboard and mouse required if supporting pupils using IT equipment

**Other** **attributes:**

Level of autonomy ●

Work is covered by set policies and procedures

● Teaching Assistants at this level will have a greater level of autonomy than those at level A, although their work will still be managed by the teacher or a more senior teaching assistant

● 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 during break/lunchtime

● Able to make decisions on when to refer queries/problems to another member of staff

**EVALUATION** **NOTES**

**KNOWLEDGE**

● Practical knowledge of literacy and/or numeracy subject matter in order to be able to support pupils in a variety of lessons and learning environments, either on a one-to-one basis or small groups, under the direction and supervision of the teacher

● Practical knowledge of equipment, including IT equipment where appropriate, to support learning, under the direction of the teacher

● Ability to recognise changes in pupils' behaviour and report to the teacher

**MENTAL** **SKILLS**

● Support the teacher in creating a positive learning environment

● Ability to follow written instructions

● Ability to complete a range of paperwork e.g. incident report form, pupil progress records

● The post holder will be expected to resolve straight forward queries and problems

● The post holder may be involved with planning activities, under the guidance of the teacher

**INTERPERSONNEL** **AND** **COMMUNICATION** **SKILLS**

● Ability to communicate clearly with pupils and others

● Ability to explain tasks and activities to pupils e.g. literacy/numeracy tasks, craft tools, science equipment, under the direction of the teacher

● Ability to contribute to review meetings, if required

**PHYSICAL** **SKILLS**

● Use of keyboard and mouse may be required if supporting pupils using IT equipment

● Use of guillotine, craft knives, glue guns etc when displaying work or helping pupils in practical lessons

**INITIATIVE** **AND** **INDEPENDENCE**

● Ability to manage own workload, under direction of teacher

● Able to work with small groups of pupils carrying out specific tasks or on field trips etc

● Able to resolve problems and/or queries, referring more complex issues to the teacher, or other member of staff

**PHYSICAL** **DEMANDS**

● May be in relatively constrained seating position during lessons (approximately 30/40

minutes)

● Walking or standing whilst accompanying/supervising pupils during breaks or trips

● Tools and equipment are generally light

● On occasion may be required to lift, or assist others to lift, a pupil who is unwell or injured

**MENTAL** **DEMANDS**

● Greater level of sensory attention when undertake tasks to support literacy/numeracy activities

● Need to concentrate when listening to pupils read or discussing stories

● Awareness required when supervising during breaks or trips (shared with others e.g. teacher or midday supervisory assistants)

**EMOTIONAL** **DEMANDS**

● Job is emotionally demanding on occasion, e.g. pupil is unwell or becomes upset during an activity

● Job holder needs ability to recognise changes in pupil behaviour and report them to teacher

**RESPONSIBILITY** **FOR** **PEOPLE**

● Under the direction and lead of the teacher, shared responsibility when working with pupils to support learning process

● Responsibility for pupil when attending to personal needs

**RESPONSIBILITY** **FOR** **SUPERVISION** **(EMPLOYEES)**

● None

**RESPONSIBILITY** **FOR** **FINANCIAL** **RESOURCES**

● None

**RESPONSIBILITY** **FOR** **PHYSICAL** **RESOURCES**

● Shared responsibility for tools and proper use of IT equipment, with teacher

● Ability to complete a range of records, e.g. incident report form, pupil progress record

**WORKING** **CONDITIONS**

● Works within the school complex, predominantly indoors but may be required to supervise pupils outside during breaks or field trips

● Wears protective clothing where necessary, e.g. when attending to a pupil who is unwell