



JOB DESCRIPTION

DIRECTORATE:

Education

NAME OF SCHOOL:

Ben Jonson Primary School

POST TITLE:

Teaching Assistant

GRADE: Scale 3 (pro rata term time only)

RESPONSIBLE TO: Assistant Headteacher for Inclusion, Assistant Headteacher for Phase, Class Teacher, Higher Level Teaching Assistant

STAFF SUPERVISED: None

RESPONSIBLE FOR: None

PURPOSE OF THE JOB:

To provide support for individual pupils and groups of learners in order to make accelerated progress in class. To work alongside the class teacher to target pupils to address gaps in learning and ensure pupils engage with all parts of the curriculum. To raise standards of achievement for all pupils and propel pupils to become independent learners. To safeguard pupils and ensure their safety, welfare and any additional needs are met. To work with the wider Inclusion team in Ben Jonson Primary to embed best practice and support the achievement of all pupils-irrespective of need or barrier.

MAJOR DUTIES AND RESPONSIBILITIES

1. To provide diligent and thoughtful care with regard to the physical care and welfare of pupils.
2. To action individual learning plans, special educational need action plans and individual behaviour plans to ensure the progress of all pupils irrespective of barrier.
3. To work with individual children/students and groups, under the direction of the class teacher, Assistant Headteacher for Inclusion, phase leader or SENDCo. To work alongside pupils 1:1, lead groups of learning, run interventions or support furthering understanding at whole class level.
4. To help pupils to access the full curriculum, scaffolding their experience on the spot in the classroom environment whilst simultaneously promoting independent learning.
5. To observe pupils' performance, and using the systems in place in the school/class, provide the teacher with feedback on pupil progress and help maintain individual and group records.
6. To contribute to the planning and evaluation of learning activities for individuals and groups, liaising with and maintaining effective working relationships with colleagues.
7. To help prepare and maintain a purposeful, orderly and supportive environment for learning.

8. To work flexibly to meet the needs of the pupils, classes and school as a whole to ensure smooth running or provision and safe environment.

JOB ACTIVITIES RELEVANT TO ALL TEACHING ASSISTANTS:

1. To use a range of support methods and resources, including ICT, appropriate to the needs of individuals and groups, as directed by the class teacher.
2. To support the organisation of the learning environment, including the production, maintenance and storage of resources.
3. To meet regularly with the class teacher during contracted hours to discuss children's/students' progress and to plan and review support.
4. To attend formal meetings during contracted hours to discuss children's/students' progress with parents and other professionals as part of the relevant staff group.
5. To support the school's aims and ethos and model these in every interaction with children, colleagues and families.
6. To be an active participant of the Inclusion action plan and embed evidence based Inclusive practice across the school.
7. To familiarise with, actively support and comply with all the school's policies and procedures e.g. Health and Safety, Equal Opportunities, Child Protection, Behaviour.
8. To undertake supervision of playground activities and after-school clubs as directed by the AHT for Inclusion or Headteacher.
9. To undertake care tasks related to children's/students' physical care and welfare in accordance with LEA guidance and procedures. (This will include swimming with a child, assisting a child with toileting or using specialist equipment).
10. To accompany children/students and teachers on educational visits and trips during contracted hours.
11. To undertake other similar duties commensurate with the grade, provided that such duties are within the competence of the postholder.
12. To be an active participant in special education needs review meetings and think proactively about strategies to support the particular needs of pupils.
13. To attend professional development meetings and any other designated training which supports the schools' vision and aims.
14. To support the teaching of the National Literacy Strategy and the National Numeracy Strategy (in primary schools) helping pupils with activities which develop their literacy and numeracy skills.
15. To provide targeted support to individuals and groups, including those pupils with English as an Additional Language or special educational needs.

OTHER DUTIES AND RESPONSIBILITIES

- To ensure all duties and responsibilities are discharged in accordance with the school's health and safety at work policy

- To undertake other reasonable duties as directed by the Headteacher, deputy Headteacher or Assistant Headteacher for Inclusion

PROFESSIONAL CHARACTERISTICS

- At all times conduct yourself with professionalism in the way you manage your tasks and communicate with pupils, colleagues and parents
- Inspire trust and confidence in the way you approach tasks and support the learning environment for all
- Build team commitment and have a positive can-do attitude to meet the shared goals of Inclusion
- Engage dynamically with children, think on your feet with creativity and skill
- Be flexible and open to change in a busy environment

APPRAISAL

Appraisal assessment will be based on the responsibilities listed above and judgements will be made against these within the agreed time scale, as part of the school's appraisal cycle. Appraisal targets will be set alongside a direct line manager. Appraisals may take the form of 1:1 discussions, observations and learning walks. A range of relevant stakeholders may be involved in giving feedback as part of the appraisal structure. This could include the views of senior leaders, class teachers and children being captured.

CONDITIONS OF SERVICE

Governed by the National Agreement on Pay and Conditions of service, supplemented by local conditions as agreed by the governors.

EQUAL OPPORTUNITY

The post holder will be expected to undertake all duties in the context of and in compliance with the school's and council's equal opportunities policies

SAFEGUARDING CHILDREN

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will require an enhanced DBS clearance.

The above job description was agreed on (date). It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments. It will be reviewed as part of the annual performance process.

_____ Signed by (Post holder)

_____ Signed by (Headteacher)

PERSON SPECIFICATION RELEVANT TO ALL TEACHING ASSISTANTS

1. The ability to communicate effectively with individuals and groups of children, teachers, parents and other members of staff, value and respect pupils as individuals.
2. The ability to establish and maintain kind, energetic and effective working relationships with children, teachers and other members of staff.
3. The ability to accept guidance and direction from teachers and other leaders and distinguish between the roles and responsibilities of the teaching assistant and the class teacher.
4. The capacity to be proactive in a variety of settings and problem solve to ensure children are always safe and learning.
5. Experience working in a classroom setting scaffolding learning for children with a variety of need. Awareness of the different forms of scaffolding and how to promote independence in learning.
6. The ability to keep written records and support the development of pupils' literacy and numeracy skills with confidence. To communicate frequently with the class teacher about the progress and barriers of various learning tasks.
7. Awareness of how pupils learn and the various factors which affect their learning.
8. Awareness of the school's values, ethos and vision of Inclusive learning.
9. A robust understanding of and commitment to Inclusive education and communities. The skills to work with children with a wide range of need including those with physical and social communication difficulties.
10. Be prepared to work throughout the school with any age group and undertake tasks within the formal learning environment in the classroom, as well as externally in the playground and on trips.
11. The ability to adapt to differing environments within the school and to the needs of different children (this will include swimming with a child, assisting a child with toileting or using specialist equipment).
12. Undertake other relevant and appropriate training during contracted hours, as identified with you line manager and directed by the senior leadership team.
13. GCSE English and Maths (C and above or equivalent).
14. At all times conduct yourself with professionalism, representing the school with care and commitment.
15. Be flexible and adaptable, showing willing to support different classrooms as and when the need requires with little notice.