

Mawnan CE VA Primary School Teaching Assistant Job Description



Job title:	Teaching Assistant
Grade:	C
Responsible to:	Headteacher / Class Teacher
Direct supervisory responsibility:	None
Indirect supervisory responsibility:	None
Important Functional Relationships:	Teachers, pupils, support staff, parents, governors

Main purpose of the job

To take a pro-active role in the support of the educational, social and physical needs of pupils; to support the curriculum and the school through the provision of a high level of assistance in the practical organisation of class activities, undertaking group work and ensuring the welfare and development of pupils. *If required, to meet the needs of pupils with specific special education needs, within a mainstream setting.*

Duties and responsibilities:

1. To assist individuals and groups of children in developing knowledge, skills and attitudes as defined by the Curriculum. To take into account the learning support involved to aid the children to learn as effectively as possible.
2. To establish supportive relationships with the pupil/s concerned and to encourage acceptance and inclusion of all pupils.
3. To encourage social integration and individual development of pupils. To develop methods of promoting and reinforcing pupils' self-esteem.
4. To assist in preparing, using and maintaining relevant teaching resources, including wall displays and cleaning up classrooms after activities. To ensure that basic classroom materials are available for use.
5. To monitor the use of classroom materials and equipment. To monitor stock levels of materials within the class, check for missing and/or damaged equipment, and arrange for new supplies to be ordered as required (subject to approval) so as to ensure all necessary teaching aids are readily available at all times.

6. To assist with lunch and break time supervision of children on a rota basis in accordance with the School's Policy when necessary.
7. To accompany children on educational visits and outings as supervised by the teacher.
8. *If supporting a child with SEND, to support with the development and implementation of IPPs; to assess, monitor and record children's progress in relation to IPP's, and to feedback to the SENCO/Teacher with regard to children's progress and the success of IPP's, including making recommendations for alterations to improve the effectiveness of IPP's.*
9. To assess, monitor and record children's progress in relation to their personal targets or their provision plan (if the child has one) and to feedback to the SENCO/Teacher with regard to children's progress.
10. When necessary, to meet with teachers, SENCOs, appropriate key stage co-ordinators, external specialists and Governors to discuss improvements to the teaching practices, delivery of the curriculum and progress and concerns regarding individual pupils.
11. To be aware of confidential issues linked to home/pupil/Teacher/school work and to ensure the confidentiality of such sensitive information.
12. To supervise an individual or small group of children within a class under the overall direction of the teacher.
13. To administer minor first aid (as trained) and to assist with children who are sick as needed.
14. To carry out administrative tasks associated with all of the above duties as directed by the Teacher.
15. To remain aware and work within all relevant school working practices, policies and procedures.
16. To attend staff meetings and school-based INSET as required.
17. The post holder is responsible for his/her own self-development on a continuous basis.
18. To be aware of and work in accordance with the school's child protection policies and procedures, and to raise any concerns relating to such procedures which may be noted during the course of duty. To feedback any information (including concerns) regarding the well-being and educational needs of children to the Teacher/Headteacher or DSL as appropriate with reference to the Safeguarding Policy and Child Protection Procedures when needed.
19. To be aware of and adhere to applicable rules, regulations, legislation and procedures including the Schools Equal Opportunities Policy and Code of Conduct, national legislation (including Health and Safety, Data Protection).
20. To undertake other duties appropriate to the grading of the post as required.
21. To maintain confidentiality of information acquired in the course of undertaking duties for the department.

22. When appropriate, mark pupils' work in line with school's policy on assessment.
23. To occasionally supervise whole classes for short periods of time. The primary focus will be to maintain order and to keep pupils on task.
24. To support pupils with a specific need, according to their provision or health care plan ensuring compliance with any necessary and relevant training e.g. team teach, safe lifting procedures.

Date: Signature: _____

PERSON SPECIFICATION **Job Title:** Key Stage 2 Teaching Assistant

ATTRIBUTES	ESSENTIAL	DESIRABLE
<u>Relevant Experience</u>	Good standard of practical knowledge, skills and experience of working with children in a primary school setting.	Good standard of practical knowledge, skills and experience of working with children within a classroom environment in KS2. Experience of teaching phonics.
<u>Education & Training</u>	Qualified to NVQ level 2 or above (or equivalent qualification), or able to demonstrate equivalent knowledge or experience. Good levels of literacy and numeracy to fulfil the duties of the role e.g. qualified to a GCSE level , or equivalent, in English and Maths	Any relevant qualification relating to this role. Willingness to participate in development and training opportunities.

<u>Special Knowledge & Skills</u>	<p>Working knowledge of the primary national curriculum, especially key stage 2.</p> <p>Experience and confidence to deliver interventions to close children's attainment gaps (e.g. phonics, spelling, reading, writing and maths)</p> <p>Ability to support children's social, emotional and wellbeing needs.</p> <p>Good communication and organisational skills.</p> <p>Ability to work under own initiative and in collaboration with others.</p> <p>An interest in children and education with skills to support children, recognising their strengths and needs.</p> <p>An understanding of the principles of child development and learning processes and in particular, barriers to learning.</p> <p>Be able to keep accurate records and meet deadlines.</p> <p>Basic ICT skills.</p>	<p>Working knowledge of the key stage 1 primary national curriculum.</p> <p>Knowledge of a range of issues relevant to education and child development.</p> <p>Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.</p> <p>An understanding of pupils with special educational needs.</p> <p>An understanding of equal opportunities issues.</p> <p>The ability to speak more than one language.</p>
<u>Any Additional Factors</u>	<p>Able to prioritise between different demands.</p> <p>Be able to put training into practice.</p> <p>To be supportive and calm.</p> <p>Self-motivated, and able to work in a team.</p> <p>An awareness, understanding and commitment to the protection and safeguarding of children and young people.</p> <p>Patient, friendly with a good sense of humour!</p>	