



Wentworth

Primary School

Headteacher: Mr L. Pollock BA, (Hons) NPQH

JOB DESCRIPTION TEACHING ASSISTANT KR5

Job Title:	Teaching Assistant
Responsible to:	Headteacher, Deputy Headteacher, Assistant Headteachers, Inclusion Manager and Designated Teachers

OVERALL RESPONSIBILITY

To work with a class or classes, provide appropriate one-to-one support for an individual pupil (including SEN pupils), or support for a small group of pupils of any ability and in any curriculum area at the teachers direction.

Supporting Teachers – Teaching and Learning

1. Work effectively as part of the teaching support team and with teaching staff in contributing to the quality of teaching and learning. This includes attending various meetings where there are relevant items on the agenda.
2. Support and complement the work of teachers by:
Responding to individual needs by personalising resources for an individual or a small group.

Supporting the teacher in behaviour management and reinforcing agreed rules in working with pupils.

Assisting with assessing, recording and reporting (including verbal feedback to teacher) on pupil progress and attainment, e.g. input data such



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as the records of pupils' achievements on the School information management system.

Planning with a teacher specific strategies and targets for improvement, e.g. assist in the compilation, implementation and review of provision maps. Set up and tidy the learning environment to include preparing resources for activities, undertaking photocopying, filing, display and presentation of pupils work.

3. Be familiar with a range of resources suitable for individual or small group needs, and to use them to ensure pupil motivation.
4. Work with and act upon guidance provided by teachers and other professionals such as Speech Therapists and Educational Psychologists.
5. Liaise with the teachers regarding progress made, problems arising, and any difficulties with assessing work and/or resources.
6. Arrive in class, on or before the start of the lesson, and to begin and end any intervention sessions on time and as timetabled.
7. Take appropriate action related to any problems or emergencies that occur during the lesson in accordance with the School's policies and procedures.
8. Comply with all school policies – particularly those on child protection, health and safety, confidentiality and data protection.
9. Set a good example in terms of professional relationships, personal presentation, attendance and punctuality.

Supporting Pupils – Teaching and Learning

1. Assist in the promotion of development and learning (physical, emotional and behavioural).
2. Work to develop inclusion of all pupils within a lesson. This may be done by encouraging pupils to work collaboratively, by ensuring equitable access to resources or by further developing the use of ICT in lessons.
3. Be familiar with a range of teaching resources and strategies suitable for the needs of individuals or small groups and to use them effectively.
4. Assist pupils with practical work.

Supporting Pupils - Pastoral

1. Support the member of staff in providing a safe learning environment.
2. Provide support for pupils with emotional, social and behavioural problems, e.g. by giving time to listen to their concerns, to enable pupils to feel valued and respected.



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3. Deal with or report, to the nearest member of the teaching staff, incidents that are seen or reported regarding pupils' welfare.
4. Report to the teacher any incidents of disruptive or unacceptable behaviour of pupils during the lesson that may be unknown to the teacher.
5. Assist with escorting pupils on educational visits.
6. Support or oversee tests and assessments as requested.
7. When required to do so, to deal with personal care of pupils including toileting needs.
8. When required to do so to deal with the medical needs of pupils under the direction of the SENCO.

Continuing Professional Development – Personal

1. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
2. Maintain a professional portfolio of evidence to support the Appraisal process – evaluating and improving own practice.



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