



# Job Description: Teaching Assistant

The post holder will report to the Inclusion Manager. Apart from other colleagues in the school, the main contacts of the job are: Head Teacher, SLT, teaching staff, other support staff and pupils.

## Job Purpose:

- A Teaching Assistant will foster the participation of pupils in the social and academic processes of the school, enable pupils to become more independent learners and help to raise the standards of achievement for all pupils.
- To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes or enable access to learning with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources.
- To support children's social-emotional, communication and cross-curricular learning development, working under the guidance and direction of teaching and therapy colleagues (specialist Speech and Language therapist and other multi agency professionals where appropriate e.g. OT)
- To lead and maintain positive and enjoyable break times for pupils including organising and participating in physical games and activities.
- To contribute to the whole school ethos, environment and organisation, both practically and as a positive role model for pupils and colleagues, and act as an ambassador for the school with a desire to raise standards and attainment.

## Reporting to:

Phase Leader/Assistant Head

## Duties:

A Teaching Assistant will:

### Support for pupils

- Good working knowledge of RWI phonics is strongly desirable
- Support pupils in their individual learning and development, in a safe, secure and challenging environment as identified in the weekly curriculum planning and act as a positive role model, setting high expectations.
- Work with groups of children under the supervision of the teacher or SENCo on the delivery of programmes of work and the implementation of IEPs by providing guidance and advice whilst still promoting independence and self-reliance;
- Assist pupils to develop their literacy and numeracy skills, and thus improve their attainment across the curriculum;
- Provide 1:1 support where required, tailored to the needs of the pupil with the aim of raising standards and attainment ;
- Establish and maintain relationships with individual pupils and groups, help with their care and support and contribute to their overall safety and well-being;
- Be an effective model for pupil behaviour;
- Promote the inclusion and acceptance of all pupils;
- Encourage pupils to interact and work co-operatively with others.

### Support for the teacher

- Assist teaching staff in the monitoring, evaluation and recording of pupils' progress, providing them with feedback on observations undertaken;
- Assist in the individualised provision, assessment and target settings for children who need learning support;
- Contribute to the planning and evaluation of learning activities;
- Help with classroom resources and records;
- Contribute to the management of pupils' behaviour, both in the classroom and on the playground, as required;
- Support the school curriculum providing support for learning activities, especially literacy and numeracy activities;
- Support the use of ICT in learning activities ;
- Assist in the maintenance of a safe environment for pupils and staff;
- Assist in the presentation of display materials;
- Support teaching staff or senior colleagues with routine administration.

## Support for the school

- Be aware of, and comply with, child protection and safeguarding procedures, health and safety, security, confidentiality and data protection, reporting any concerns to the relevant member of staff.
- Promote the policies and ethos of the school (e.g. personal and social) and to promote positive values, attitudes and good pupil behaviour, in order to achieve the high standards set by the school
- Maintain effective working relationships with colleagues and work together as a team;
- Contribute to the maintenance of pupils' safety and security;
- Assist the teaching staff in the smooth transition between educational phases;
- Liaise effectively with parents and other parties, as required;
- Assist with the supervision of classroom and outdoor activities as required;
- Review and develop their own professional practice;
- Adhere to the DfE Teaching Assistant Standards (National Occupational Standards for Supporting Teaching and Learning in Schools – applicable to particular job roles).
- Attend relevant meetings, courses and learning activities in order to update knowledge as required

## Lunchtime duties

### In the Lunch Hall

- Support the Midday Supervising Team by managing behaviour in the Lunch Hall during the lunch period;
- Supervise pupils to ensure their wellbeing, maintain their safety and support an efficient lunchtime service;
- Ensure pupils line up quietly while waiting to be served;
- Ensure pupils are seated safely and appropriately;
- Help younger pupils by pouring drinks, teaching them the proper use of cutlery and helping them cut up their food when necessary;
- Supervise pupils eating food brought from home, help open items, etc., when necessary, and ensure that all packed-lunch equipment is cleared away after use (and taken home by the pupil);
- Encourage pupils to eat all their lunch or at least try to eat 75%;
- Report to the Class Teacher any child who has refused to eat at least 75% of their meal and/or whose diet may give rise for concern;
- Ensure that children remain within a safe environment during the lunch period;
- Clean spillages promptly and ensure the floor is hazard free;
- Assist pupils with the return of used plates, trays, cutlery and beakers: Year R – 3 only;
- Help children acquire social skills;
- Send children, who are ill or require First Aid, to the Office;
- Report to the Class Teacher any acts that constitute serious infringements of school rules;

### On the Playground

- Ensure classes called in to lunch, do so quietly and promptly;
- Manage behaviour on the playground;
- Take charge of groups of children in the playground or the classroom, depending on the weather;
- Devise and initiate constructive play opportunities for children when required;

### General

- Work sessions that meet the needs of the children and the school. This will be a minimum of 6.25 hours per day (including 30 minutes directed lunchtime duty);
- Be flexible and adaptable in order to meet the needs of children aged 4-11 years;
- Teaching Assistants may be called upon to perform other duties that the Headteacher considers reasonable, that are commensurate with the grading and designation of the post

Discussed and Agreed on \_\_\_\_\_ (Date)

Signed \_\_\_\_\_  
Member of staff/Applicant

Print \_\_\_\_\_

Signed \_\_\_\_\_

Headteacher, **Lucy Davenport**