

Roseacre Junior School – Teaching Assistant Job Description



1	Teaching and learning	Learning	<ul style="list-style-type: none"> · Promote, support and facilitate independent learning · Assist teacher with learning activities. · Support the pupils in accessing learning activities individually or in small/whole teaching groups as directed by the teacher to enable pupils' progress towards their outcomes. · Be aware of and support differences to ensure all pupils have equal access to opportunities to learn and develop. · Support the development of pupil communication skills. · Establish productive working relationships with pupils, acting as a role model and setting high expectations.
		Assessment	<ul style="list-style-type: none"> · Contribute towards and review individual pupil outcomes and strategies. · Observe, monitor and record the progress of pupils (including liaising with outside agencies) in order to support the teacher deliver the specific learning programmes set for each child.
		Environment	<ul style="list-style-type: none"> · Ensure the maintenance of a clean, orderly and safe working environment making sure that equipment/resources/materials are set out on time and as per instructions received and used safely to enable pupils to meet their outcomes. · Assist where necessary with display, preparation and clearing away of the classroom materials to ensure effective and efficient teaching.
		Resources	<ul style="list-style-type: none"> · Ensure resources are replaced in good order in communal areas of the school to ensure the learning needs of all pupils can be met.
2	Professional and personal conduct	Communication	<ul style="list-style-type: none"> · Liaise with parents/carers if requested by the class teacher or SENCo, maintaining professional, confidential dialogue with due regard to school policy and practice and feedback to the teacher.
		Whole School	<ul style="list-style-type: none"> · Contribute to the overall work/aims of the school and appreciate and support the role of colleagues and other professionals to enable the school fulfil its development plans.
		Training	<ul style="list-style-type: none"> · Undertake training and other learning activities and attend relevant meetings as required to ensure own professional development. Attend training outside of contracted hours with advanced notice and in negotiation.
		Time-Keeping	<ul style="list-style-type: none"> · Arrive at the school in time to be appropriately prepared for the start of working hours.
		Multi-Agency Input	<ul style="list-style-type: none"> · At the request of the class teacher, or SENCo, liaise with therapists regarding specific programmes for children.
		Leadership	<ul style="list-style-type: none"> · Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
3	Wellbeing of Pupils	Health & Safety	<ul style="list-style-type: none"> · Ensure health and safety and good behaviour of pupils (including off-site activities such as trips, swimming etc.). · Be aware of and comply with policies and procedures relating to safeguarding, health, safety, security and confidentiality reporting all concerns to an appropriate person to ensure pupils' wellbeing.
		Behaviour	<ul style="list-style-type: none"> · Implement behaviour management programmes to ensure pupils' wellbeing, health, safety and learning needs are met.

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			<ul style="list-style-type: none"> · Promote positive behaviour effectively and consistently to raise self esteem · Promote the inclusion and acceptance of all pupils within the classroom
4	Knowledge and understanding	Professional development	<ul style="list-style-type: none"> · Acquire the appropriate skills, qualifications and/or experience required for the role, with the support from the school · Share responsibility for ensuring own knowledge and understanding is relevant and up to date by reflecting on own practice, liaising with school leaders and accessing relevant professional development to improve personal effectiveness
		Understanding	<ul style="list-style-type: none"> · Demonstrate the expertise and skills in understanding the needs of pupils and know how to adapt and deliver support to meet individual needs · Understand roles and responsibilities within the classroom and whole school context, recognise these may extend beyond a direct support role · Have experience of working with pupils' with complex special needs and be able to use appropriate intervention programmes.
		Support	<ul style="list-style-type: none"> · Use of specialist equipment/ resources/ materials as required to ensure pupils learning needs are met.