

Shears Green Infant School



‘Happy Confident Achievers’

Packham Road, Northfleet, Kent. DA11 7JF

T: 01474 566700

Head of School: Ms H Kotze B.Ed Hons NPQH NPQEL

Email: office@shears-green-infant.kent.sch.uk

Website: www.shearsgreeninfantschool.co.uk



Job Title: Teaching Assistant and Midday Meal Supervisor

Responsible to: Class teachers / Year group leader / Inclusion Manager / Play Leader

Liases with: Class teacher

Job Purpose and Content

The Teaching Assistant is a member of a team of practitioners responsible for the education and care of the children in the school. S/he is involved in contributing to the teaching and learning programme in accordance with the ethos, aims and objectives of the school.

The Teacher and the Teaching Assistant work as a team - being ‘partners’ in supporting the pupils’ access to learning and their specific needs – physical, behavioural, medical and emotional.

The Teaching Assistant works under the direction and control of the Inclusion Manager and the relevant class teacher. They would normally be expected to work under less direct supervision of the class teacher. They may be required to work with groups or individuals from a class without the presence of the class teacher and supervise activities and tasks.

Principal Responsibilities

1. Support for pupils:

- a) provide appropriate levels of individual attention, reassurance and help for pupil(s) needs as identified in Individual Education Plans
- b) support the complex specific needs of specified pupils – physical, emotional, medical or behavioural
- c) Where necessary and under the direction of the teacher, act as an escort on and off school premises, normally in the presence or immediate vicinity of the teacher and in accordance with the School Visits Policy
- d) support pupil(s) access to the curriculum, their learning in particular lessons and their progress towards specific individual targets
- e) develop a thorough understanding of the specific learning needs of identified pupils
- f) foster pupil independence through supporting improvement in their knowledge, skills and understanding
- g) provide direction to pupils about their behaviour within the agreed framework of school and departmental policies on discipline and behaviour
- h) support pupils during break times including, where appropriate, the development of games and play
- i) undertake specific Health and Safety duties relevant to pupil needs (which may include for example, manual handling, restraint, food hygiene and risk assessments)

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- j) take appropriate action to identify, analyse and minimise any risks to health, safety and security in the immediate working environment
- k) support food hygiene at meal times

2. Support for the teacher(s):

- a) assist in the arrival and departure of pupils to school and lessons and transfer around the school
- b) prepare and layout of materials, equipment and resources in classrooms and teaching spaces
- c) support pupil(s) access to the curriculum by differentiating instructions and resources and supporting language development/needs
- d) help pupils to select equipment and materials relevant to their learning tasks and to use these safely and correctly
- e) supervise pupils using specialist resources, equipment, and/or facilities on and off school premises
- f) supervise the work of a group of pupils, directed by a teacher or another teaching assistant
- g) support the maintenance of pupil records by providing information to the teacher and recording, in accordance with school and departmental policy, the work of pupils
- h) provide praise and encouragement to pupils to recognise and promote positive pupil behaviour in accordance with school discipline and behaviour policies
- i) where necessary, correct behaviour to maintain order and discipline
- j) report uncharacteristic behaviour patterns in individual pupils and incidents of inappropriate behaviour to the class teacher

3. Support for the Play leader at lunch times

- a) escort the children to and from the playground, interact through play activities and support well being during lunch play
- b) support the children either in class with packed lunches or in the dining hall with dinners – serving refreshments, clearing down and ensuring the children have a pleasant dining experience.
- c) Report to the teacher any concerns re children not eating or packed lunches not meeting standards.

4. Support for the school/department:

- a) attend meetings, including meetings of the school/department/team, where appropriate
- b) help teachers, therapists and other professionals with assessments, tests and examinations
- c) share information and expertise, which could benefit other team members in their work
- d) provide information to support pupil progress including information for pupil records, reports, Individual Education Plans and annual reviews

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- e) actively encourage the development of positive relationships and promote confidence about the care and education of their children during contact and communications with parents, passing on any information given by parents to the appropriate staff member within the school
- f) promptly report any difficulties in communicating with parents and carers to the class teacher

5. Support for the curriculum

- a) support the curriculum plans and learning programmes designed by the teacher and obtain and use designated equipment and materials appropriate to the learning objectives and pupils' development needs
- b) help pupils with the use of ICT and appropriate curriculum software
- c) obtain accurate and up-to-date information on pupils' achievement, development and specific needs as appropriate
- d) monitor pupils' responses to learning activities and promptly inform the teacher when a pupil is experiencing difficulties that cannot be resolved
- e) respond to pupils' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self images
- f) provide an appropriate level of assistance to enable pupils to experience a sense of achievement, maintain self-esteem and self-confidence and encourage self-help skills
- g) under the direction of the teacher, support and supervise curriculum tasks and activities
- h) learn, develop and deploy appropriate strategies to motivate pupils to participate, collaborate and learn

6. Arrangements for appraisal of performance:

- a) participate in the school induction processes appropriate to the grade level and, thereafter, the annual performance review process

ADDITIONAL REQUIREMENTS

1. Shears Green Infant School has a strong commitment to achieving equality of opportunity in its services to the community and the employment of people and expects all employees to understand, comply with and promote its policies in their work and to undertake any appropriate training
2. The postholder is expected to undertake any appropriate training, including recognised professional qualifications, considered necessary to fulfil the role
3. The postholder is expected to demonstrate a flexible approach in the delivery of work. Consequently, the postholder may be required to perform work not specifically identified in the job description, but which is in line with the general level of responsibility of the post.

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Teaching Assistant and Midday Meal Supervisor – Special Person Profile

Skills and Abilities	Essential	Desirable	Assessed by
Ability to communicate and interact effectively with children	✓		Interview
Ability to recognise and identify problems and take appropriate action	✓		Application
Ability to understand and contribute to educational programmes	✓		Application & interview
Ability to deal with pupils' physical, medical, emotional and behavioural needs as well as provide individual support as appropriate	✓		Application & interview
Displays commitment to the protection and safeguarding of children and young people	✓		Application & interview
Knowledge			
Awareness of child development and the range of behaviours expected at different ages and stages of development	✓		Application & interview
How to support a child whilst encouraging independence	✓		Application & interview
The importance of planning and evaluation of learning activities	✓		Application & interview
The importance of adults as role models and the importance of this for Teaching Assistants	✓		Application & interview
Record keeping systems and procedures used within schools	✓		Interview
School behaviour policies	✓		Interview
Schools' Health and Safety, confidentiality and Equal Opportunities policies	✓		Application & interview
The legal implications and restrictions covering the recording of personal information, including the Data Protection Act, Children Act and the statementing process		✓	Interview
The behaviour patterns that might indicate problems, such as child abuse, substance abuse or bullying		✓	Application & interview
National policies for literacy and numeracy		✓	Application & interview
The resources used to develop literacy and numeracy skills		✓	Application & interview
Has up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people	✓		Application & interview
Qualifications and Experience			
At least two years experience of comparable work in a similar setting and N/SVQ Level 3 in Teaching/Classroom Assistance (or equivalent qualification)	✓		Application
Or, at least five years experience of comparable work in a similar setting and hold a Level 2			

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qualification and to be working towards N/SVQ Level 3 or prepared to a make a commitment to study for it.	✓		Application
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