

Cliftonville Primary School
1:1 TEACHING ASSISTANT
SUPPORTING AND DELIVERING LEARNING



Pay scale: CAT Range 3

Hours: 30 per week for 38 weeks per annum (term time only)

Responsible to: Headteacher and SENCo

MAIN PURPOSE OF THE JOB

- ✓ Complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision, supported by direction from teaching staff and in line with school policies and guidance.
- ✓ To provide support as a Teaching Assistant to all children, including those with Special and/or Additional Educational Needs.
- ✓ Monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development.
- ✓ Under the supervision of the SENCo to play a key role in the development of a specialist area within the school, for example
English as an Additional Language, Speech and Language, Physiotherapy, Play Therapy, Early Years, Every Child a Talker, Better Reading Partnerships, autism.

SUPPORT FOR PUPILS

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work cooperatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement
- Provide supervision and activities for lunch and other break times
- You may be required to clean and change a child who has had a wetting/soiling accident. Any longer term or more acute situations may be dealt with by a named welfare member of staff.
- Provide emergency first aid if needed and with training be a designated first aider.

SUPPORT FOR TEACHERS

- Organise and manage appropriate learning environment and resources
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against predetermined learning objectives
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Work within the school's policies policy to anticipate and manage behaviour constructively, promoting self control and independence
- Supporting the role of parents in pupils' learning and contribute to meetings with parents to provide constructive feedback on pupil progress/achievement etc.

- Administer and assess/mark tests and invigilate exams/tests
- Support the teacher in classroom management tasks e.g. display work effectively, and make and maintain basic teaching resources

SUPPORT FOR THE CURRICULUM

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- Deliver local and national learning strategies e.g. literacy, numeracy, KS 1 and KS2, early years foundation stage and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment

SUPPORT FOR THE SCHOOL

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others

LINE MANAGEMENT RESPONSIBILITIES

- None

Arrangements for appraisal of performance:

There is an annual appraisal cycle carried out by line managers which seeks to acknowledge success, resolve problems and identify training/development needs.

PERSON SPECIFICATION

Desirable in italics

Experience	<ul style="list-style-type: none"> • At least two years experience working with children of relevant age in a learning environment. <i>At least four years experience in a school setting.</i>
Qualifications/Training	<ul style="list-style-type: none"> • Met NVQ Level 2 or Higher Level Teaching Assistant standards or equivalent qualification. <i>Qualified Teacher Status</i> • Excellent numeracy/literacy skills – equivalent to at least GCSE Grade C in English and Mathematics. <i>Educated to A level or degree standard</i> • Training in relevant learning strategies e.g. literacy • Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT. <i>Accredited training in a specialist area</i> • <i>Accredited and current first-aid certificate relevant to school setting</i>
Knowledge/Skills	<ul style="list-style-type: none"> • Good level of standard English (spoken and written) • Set a good example in terms of dress, punctuality and attendance • Able to manage own emotions and demonstrate a mature and confident approach • Demonstrate the highest integrity and ability to adhere to the school's confidentiality policy • Use ICT effectively to support learning • Full working knowledge of relevant policies/codes of practice/legislation • Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies • Good understanding of child development and learning processes • Understanding of statutory frameworks relating to teaching • Ability to organise, lead and motivate a team • Constantly improve own practice/knowledge through self-evaluation and learning from others • Ability to relate well to children and adults • Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these • Understanding of impact of children's emotional well-being • Able to manage children's behaviour, following school policies • <i>Understanding of expected rates of pupils' progress</i> • <i>Knowledge and understanding of makaton and intensive interaction would be an advantage</i>
Equal Opportunities	<ul style="list-style-type: none"> • Commitment to the implementation of the school's equal opportunities policy
Continuing Professional Development	<ul style="list-style-type: none"> • Willingness to undertake additional training/staff development as appropriate including INSET days and staff meetings for which additional payment would be made • Ability to reflect on own professional practice and be self-motivated in seeking to improve

