



LADY JOANNA THORNHILL (ENDOWED)
PRIMARY SCHOOL

JOB DESCRIPTION

Teaching Assistant – Full Time (Term Time + Development Days)

School:	Lady Joanna Thornhill (Endowed) Primary School
Grade:	Kent Range 3
Responsible to:	Inclusion Lead

Purpose of the Job:

The primary focus of the role is to collaborate with the class teacher in the planning, delivery and evaluation of high quality teaching and learning within the classroom as well as targeted interventions for children on a 1 to 1 or small group basis. Beyond this you will undertake the wider classroom responsibilities of a teaching assistant, including high quality recreational play and supervision.

Key duties and responsibilities:

Teaching and learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Use effective behaviour management strategies consistently in line with the school's policy and procedures

Planning and Preparation

- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons

Working with colleagues and other relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher

- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy
- Look after children who are upset or have had accidents

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

OPAL - PLAY TEAM MEMBER DUTIES

1. Job purpose/overall description

Working as a member of the play team, you will ensure that all our children have meaningful lunchtime play every day. You will work as a member of the play team to create a safe and stimulating outdoor environment providing social, active and creative play experiences for all. The play team is also responsible for ensuring that all our children have a pleasant eating experience at lunch time, whilst maximising the time they can spend outside playing. You will support all our children as they visit the dining hall and are responsible for clearing and cleaning the hall to a state ready for use (eg for PE, school assemblies) in the afternoon.

2. Main duties

- Work as part of the play team to cover all lunchtime tasks daily. This will include sessions outside and also sessions in the dining hall.
- Work with the play coordinator to ensure all children have access to exciting play opportunities every lunch time.
- Facilitate play opportunities and act as an ambassador for play.
- Work with the site manager, play coordinator, and play team members to ensure that all our children have a safe site for play.
- Coordinate and communicate between play zones and dining hall to ensure all children visit the dining hall and eat their lunch.
- Assess play areas for risks daily and communicating/implementing any changes required.
- Assist with putting out and packing away of play equipment/kit.
- Record and report incidents of note that occur during lunchtime – e.g. site issues, behaviour, first aid.
- Assess and deliver first aid to pupils (if trained). Assist with first aid reporting.
- Coordinate and communicate with the play coordinator, play colleagues and the catering team to ensure that all children visit the dining hall in a scheduled manner, to minimise queuing and maximise play time outside.
- Assist children at lunch, eg with queuing, getting seated, opening packets, spillages, disputes, clearing plates / cutlery and encouraging good eating and social skills.
- Clear and clean the hall during service (eg spillages, assisting with waste food, trays and cutlery).
- Clean, pack down and store all dining hall furniture at the end of lunch. Sweep the floor ready for use in the afternoon.
- Offer care, support and advice for children during lunchtime.
- Contribute ideas and suggestions to improve the team practices and performance.
- Promote and safeguard the safety and welfare of children in accordance with school child protection and behaviour management policies.
- Support and uphold the school's values system, our four school rules and reward pupils with verbal praise for positive attitudes and behaviours.
- Attend periodic team meetings and/or training for professional development.
- Assist with training new team members.

3. Job context

The post holder will work under the general direction of the play coordinator. The play coordinator is directed by the headteacher/governing body who will take the lead on the strategic direction of the school, setting its philosophy and its vision. The post holder will have an important role in working directly with our children; working alongside the play coordinator and other play team members to deliver a programme of activities that is appropriate to the age and needs for the children in their care.

4. Supervision and work planning

The play team member will not be required to supervise staff within the setting but will need to work with the play coordinator on planning activities for the children. It will be incumbent on the Play team to supervise children at all times. Please note: this supervision may be at some distance depending on the school's play policy (methods of supervision could include direct, remote and roaming).

5. Problems and decisions

The play team member will be required to resolve day to day issues of a practical or routine nature amongst the children, but issues of an operational or organisational nature should be referred to the play coordinator.

6. Knowledge, experience and training

- Previous experience of play work or working with children is highly desirable.
- Knowledge and/or understanding of the Playwork Principles is desirable.
- Previous first aid experience is desirable (basic First Aid training will be provided).
- Literacy and numeracy: Ability to follow written guidance and procedures.
- Problem solving: Ability to identify and resolve straightforward problems and refer complex problems to an appropriate member of staff.

Verbal and written skills: Play team members will be required to record incidents swiftly and add to appropriate central school records. Ability to give clear verbal instructions to children and team members. Ability to follow good protocol.

7. Skills and personal attributes

- Enjoy working with young people (all ages in the primary school range 4 – 11 years).
- Positive and supportive attitude towards young people of all ages, abilities and backgrounds.
- Confident in working with and able to influence and negotiate with children from Reception (4 years old) to Year 6 (11 years old).
- Strong teamwork skills; enjoy being part of a team, supportive, flexible and reliable.
- Practical, solutions driven.
- Friendly, approachable and caring manner.
- Dependable, with good time keeping.
- Willingness to try new things and work outside of their comfort zone.

8. Physical effort and/or strain

Working with children is demanding and requires stamina and resourcefulness. This post will require physical effort, such as initiating active games, demonstrating safe play, walking on uneven surfaces (slopes, sand) and moving 'loose parts' materials, containers and furniture.

9. Working environment

The working environment will be part, or all of the school premises or accommodation selected by the school. Areas of high use are the outdoor play spaces (playgrounds, field, MUGAs, outdoor seating, wooded / scrub areas, 'The Sand Pit', Mud Kitchen, Forest School area) and the dining hall, but not restricted to these.

10. Equipment

- Play materials (eg scrap materials, loose parts, sports kit, storage containers, logs) are in regular use.
- Whistles are used to communicate when a year group can go in for dinner/packed lunches.
- Cleaning equipment (brooms, bags, sprays, cloths etc).
- Folding tables/chairs.
- First aid kit.

Footnote:-

This job description does not form part of the contract of employment. It describes the way the postholder is expected and required to perform and complete the particular duties as set out in the foregoing. The Headteacher reserves the right to amend the job description in consultation with the employee to reflect changes in the duties of the post.



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PERSON SPECIFICATION

Teaching Assistant

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

	<u>CRITERIA</u>
QUALIFICATIONS <i>Essential</i>	A high standard of general education including GCSE level Maths and English at a Grade-C or above or equivalent qualifications.
EXPERIENCE <i>Essential</i>	You will be able to demonstrate successful relevant experience of working with primary aged children within a learning environment.
SKILLS AND ABILITIES <i>Essential</i>	<p>Have a good understanding of child development and the ability to apply behaviour management policies and strategies in a flexible and adaptive manner as required by the children you are working with.</p> <p>A mature and sensitive manner and excellent inter-personal skills.</p> <p>Be able to work calmly under pressure with the ability to adapt quickly and effectively to changing circumstance/situations.</p> <p>An ability to work confidentially, efficiently and use your own initiative.</p> <p>Be able to work as part of a team and to be flexible in your approach to daily routine.</p> <p>Be able to demonstrate resilience in the role and take the initiative in finding solutions to the challenges you may encounter.</p> <p>Be able to inform, persuade, inspire and motivate pupils and provide feedback to other professionals and parents as required.</p>

SKILLS AND ABILITIES <i>Essential (Cont.)</i>	Be able to maintain effective records of the work you carry out and use these to feedback to staff and parents as part of the evaluation and impact of the support you provide.
EXPERIENCE <i>Desirable</i>	Some experience of supporting or working with children with SEND would be an advantage as we aim to support the inclusion of all pupils within the classroom as much as possible.
KNOWLEDGE	<p>Requires knowledge and understanding of National Curriculum requirements in relation to specialist area (e.g. additional needs, curriculum area), including planning, preparing and delivering programmes of learning activities to groups and classes.; also detailed understanding of how pupils of relevant age group(s) and ability learn; relevant learning strategies and methods.</p> <p>Knowledge and compliance with policies and procedures relevant to child protection and health and safety.</p> <p>Hold a Learning Support qualification at NVQ Level 2 or above (or equivalent) plus knowledge acquired through training and experience to level of professional standards specified.</p>