

Viking Academy Trust



Job Description

Position: SENIOR TEACHING ASSISTANT

Name of Member of Staff:

Member of Staff:

Date:

Executive Headteacher:

Mjenni

Date: 21.11.2025

Viking Academy Trust

JOB DESCRIPTION: Senior Teaching Assistant

"Empower children through education: One Childhood One Chance"

PREAMBLE

All staff and members of governance make the education of pupils at the Viking Academy Trust their first concern and are accountable for achieving the highest possible standards in work and conduct.

All staff and members of governance act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Viking Academy Trust Base School:	Chilton Primary School
Job Title:	Education Support Staff: Senior Teaching Assistant
Line Manager:	Head of School
Pay Grade:	Kent Scheme D

WHAT IS A TEACHING ASSISTANT?

A number of different job titles are used for staff supporting teaching and learning. At the Viking Academy Trust we use the term "teaching assistant" and this includes staff based in the classroom for learning and pupil support, e.g. HLTAs, Senior TAs, teaching assistants (TAs), special needs support staff, EYFS practitioners, minority ethnic pupils support staff and bilingual assistants.

THE ROLE OF A TEACHING ASSISTANT

The primary role of the teaching assistant should be to work with teachers to raise the learning and attainment of pupils while also promoting their independence, self-esteem and social inclusion. They give assistance to pupils so that they can access the curriculum, participate in learning and experience a sense of achievement. Teaching assistants are an integral part of the school workforce representing a substantial investment of school funding. School leaders' decision-making about the effective deployment of teaching assistants is crucial in making a difference to pupil achievement. Teaching assistants should act with honesty and integrity to uphold comparable standards to other education professionals, in order to make the education of pupils their first concern. By demonstrating values and behaviours consistent with their professional role, teaching assistants work with other education professionals within a common framework of expectations.

PURPOSE OF JOB

Provide learning activities for classes under the professional direction and supervision of the class teacher. The post holder will plan, prepare and deliver lessons and assess record and report on the development, progress and attainment of pupils.

PRINCIPAL ACCOUNTABILITIES

- Organise and manage an appropriate learning environment using teaching and learning objectives to plan challenging lessons/work plans as appropriate, under agreed systems of supervision, to ensure pupils development, progress and attainment.
- Deliver learning activities to pupils, adjusting activities according to pupils' needs and selecting/preparing necessary resources to lead learning activities, providing feedback in order to support pupils' learning.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives, providing feedback and reports to teachers in order to provide evidence of the range and level of progress and attainment.
- Support the role of parents in pupils' learning and lead meeting with parents to provide constructive feedback on pupils' progress to ensure pupils achieve their best results.
- Act as a role model and establish clear framework for discipline in line with established policies, anticipate and manage behaviour in order to promote pupils' self-control and independence to ensure good behaviour and respect for others is maintained.
- Use detailed knowledge and specialist skills to support pupils' learning, establishing productive working relationships, promoting inclusion and working to support pupils consistently whilst recognising and responding to individual needs. This will ensure equality of opportunity and ensure learning outcomes are achieved for all pupils.
- Understand and comply with policies and procedures relating to child protection, equal opportunities, health, safety, security, confidentiality and data protection, reporting concerns to an appropriate person in order to maintain a safe and secure learning environment.
- Contribute to the overall work/aims of the school and, in liaison with the teacher, establish constructive relationships and communicate with other agencies/professionals, in order to support the achievement and progress of pupils
- Participate in training and other learning activities as required and attend relevant meeting to ensure own continuing professional development.

NECESSARY EXPERIENCE

- Successful relevant experience of working with children of relevant age within a learning environment.
- Have qualifications in Maths/numeracy and English/literacy equivalent to at least NVQ2
- Have NVQ 3 for Teaching Assistants or equivalent.
- Full working knowledge of relevant policies, codes of practice and legislation plus working knowledge and experience of implementing national curriculum and other relevant learning programmes.

- Good understanding of child development with the ability to apply behaviour management policies and strategies which contribute to a purposeful learning environment.
- Be able to work effectively as part of a team and contribute to group planning etc. but also be able to work independently and on own initiative.
- Must be flexible with effective time management skills.
- Be able to work calmly under pressure with the ability to adapt quickly and effectively to changing circumstance/situations.
- Have a creative approach to problem solving and use this to inspire and motivate pupils.
- Must have excellent communications skills in order to build rapport with adults and children, both verbally and in writing.
- Must have ability to critically evaluate own performance.

SCOPE FOR IMPACT

Support staff in schools make a strong contribution to pupils' learning and achievement. Teachers' professional training, knowledge and experience enable them to take overall responsibility for pupils' learning. They are not, however, required to take sole responsibility for every aspect of each lesson that is taught. The Senior Teaching Assistants provide support to teachers and schools allowing qualified teachers to make even more effective use of their time, professional knowledge, skills and understanding. Senior Teaching Assistants contribute to pupils' learning and will have a significant impact on pupils' achievement.

JOB CONTEXT

Senior Teaching Assistants will be expected to work effectively with individual pupils, small groups and whole classes under the direction and supervision of a teacher. They will contribute to, and need to demonstrate skills in, planning, monitoring, assessment and class management. Senior Teaching Assistants would also be expected to work as part of the school team and contribute to plans to ensure the school meets its aims.

The post holder must work within the relevant policies, codes of practice and legislation reporting any concerns to the relevant person.

The post holder must have excellent communications skills to be able to inform, persuade, inspire and motivate pupils and provide feedback to other professionals and parents as required.

OTHER RESPONSIBILITIES

Above all you need to like children, to want the very best for them and be prepared to put their needs first. Children will be at the heart of your work. You must be able to demonstrate that you understand the importance of educating the whole child within a creative & innovative school setting.

To maintain the highest standards of confidentiality at all times*

Any other task - as requested by the Executive Headteacher and Head of School and which shall be deemed to fall within the general boundaries of the post**

PERFORMANCE APPRAISAL

To attend regular staff meetings with the assigned appraiser and to participate in the school's annual performance review procedure.

This job description may be amended at any time after discussion with you.

Your job description is intended as a reference document which identifies your main responsibilities and activities.

**NB Under no circumstances should a staff members discuss or share any information about a pupil or other matters with any parent or third party without prior consent. All enquiries concerning pupils should be directed to the class teacher or a member of the Senior Leadership Team.*

***This job description describes in general terms the normal duties that the post holder will be expected to undertake. However, the job description or the duties therein may vary or be amended from time to time without changing the level of responsibility associated with this post or grade*

Reviewed and amended September 2019

_Appendix 1:

TEACHING ASSISTANT STANDARDS

The Professional Standards for Teaching Assistants

The four themes

The Professional Standards for Teaching Assistants are set out in four themes.

- 1. Personal and professional conduct**
- 2. Knowledge and understanding**
- 3. Teaching and learning**
- 4. Working with others**

Within each theme there are several standards expected of teaching assistants.

Why were these themes chosen?

Personal and professional conduct

In order for teaching assistants to provide effective support to teachers and pupils, they need to be clear about their role and responsibilities and how these fit within the wider structure of the school. In the same way as teachers, teaching assistants operate in a position of trust and are seen by pupils as role models. They should be able to maintain proper boundaries with pupils and their behaviours should reflect this responsible position.

Knowledge and understanding

Teaching assistants should have sufficient knowledge and skills to help teachers support pupils in achieving their maximum potential. School leaders are best placed to make judgements about the type and level of knowledge and skills that individual teaching assistants need, as this will vary according to job role. This could include: subject knowledge; specialist skills and knowledge to support pupils with special educational needs or disabilities; knowledge of the curriculum; pedagogical knowledge; behaviour management strategies.

Teaching and learning

An important role of a teaching assistant is to support the teacher in ensuring the best possible outcomes for all pupils. The standards in this theme recognise that teaching assistants work under the supervision of a teacher in accordance with arrangements

made by the head of the school. At Viking, we refer to the EEF guidance report (Education Endowment Foundation) for 'relevant strategies to support the work of the teacher'.

Working with others

Teaching assistants work with other professionals, parents, carers and outside agencies as well as with pupils themselves. Although other themes require teaching assistants to work collaboratively with others, these qualities and skills were considered so important and distinctive to the role as to merit their own theme.

Personal and professional conduct

Teaching assistants should uphold public trust in the education profession by:

- Having proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff.
- Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- Having regard for the need to safeguard pupils' well-being by following relevant statutory guidance along with school policies and practice.
- Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity.
- Committing to improve their own practice through self-evaluation and awareness.

Knowledge and understanding

Teaching assistants are expected to:

- Share responsibility for ensuring that their own knowledge and understanding is 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 acquire the appropriate skills, qualifications, and/or experience required for the teaching assistant role, with support from the school/employer.
- Demonstrate expertise and skills in understanding the needs of all pupils (including specialist expertise as appropriate) and know how to contribute effectively to the adaptation and delivery of support to meet individual needs.

- Demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils.
- Understand their roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.

Teaching and learning

Teaching assistants are expected to:

- 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.
- 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.
- 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.
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
- Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.

Working with others

Teaching assistants are expected to:

- Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with.
- Understand their responsibility to share knowledge to inform planning and decision making.
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.

- 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.

Appendix 2

Teaching assistant deployment

https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf

<https://www.gov.uk/government/publications/effective-deployment-of-classroom-staff>

[http://educationendowmentfoundation.org.uk/uploads/toolkit/EEF Teaching and learning toolkit Feb 2014.pdf](http://educationendowmentfoundation.org.uk/uploads/toolkit/EEF_Teaching_and_learning_toolkit_Feb_2014.pdf)

<http://www.maximisingtas.co.uk/>

Other resources

Statutory policies for schools

[SEND Code of Practice](#)

[Professional Standards for Teaching Assistants](#)