



KINGS PARK
SCHOOL

01233 553053
info@kingsparkschool.co.uk
www.kingsparkschool.co.uk
Kings Park School, Field View
Kingsnorth, Ashford TN23 3NZ

TEACHER ASSISTANT JOB DESCRIPTION

REPORTS TO: Headteacher
CONTRACT TYPE: Full-time
HOURS OF WORK: 08:00 – 16:00
SALARY RANGE: TBC

MAIN PURPOSE

- Assist teaching staff to prepare classrooms for lessons and activities.
- Assist with school trips, events and activities.
- Encourage pupils to interact with others and engage in activities led by teaching staff.
- Supervise pupils' work and offer support where necessary.
- Provide administrative and clerical support to teaching staff and other TAs regarding lesson planning and resources.
- Monitor the needs and behaviour of pupils, and report these to teaching staff where appropriate.
- Undertake pupil record keeping as requested, e.g. taking registers.
- Assist teaching staff and other TAs with creating and maintaining displays throughout the school.
- Establish and maintain constructive relationships with pupils' parents and deliver pastoral support as required.
- Be a good role model to pupils in terms of behaviour and attitude.
- Provide teaching cover as and when required.
- Work independently and collaboratively with teaching staff in the planning and preparation of resources and delivery of the curriculum.
- Advise, demonstrate and assist in the safe and effective use of specialist equipment and resources.
- Be proactive in managing pupil behaviour.
- Comply with school policies and procedures, particularly those relating to child protection and safeguarding.
- Attend staff meetings, INSET days, parents' evenings, parent consultation meetings, and any other functions or meetings required.
- Take responsibility for completing CPD and keeping up to date with developments relating to subject matter.
- Establish effective working relationships with colleagues and set a good example for pupils through a high level of professionalism.
- Participate in any performance-related appraisal arrangements made by the school and update the ARBOR system

TEACHING AND SUPPORT

- Develop a secure knowledge of the learning and emotional support needs of individual pupils.
- Identify where pupils are struggling, e.g. engaging with a particular topic, and support them in understanding the information and complete the work.
- Support the use of ICT and computing in learning activities, and develop pupils' competence and independence in its use.

- Undertake activities set by teaching staff with individuals, or groups of pupils, to support pupils' learning.
- Assist teaching staff to implement a variety of teaching strategies that support pupils in achieving their learning goals.
- Assist teaching staff and the SENCO with the creation of individual learning plans for pupils.
- Provide new and ongoing support for individuals or groups of pupils who need extra interventions to achieve their potential.
- Provide support to pupils in specialist areas of learning as required.
- Determine the need for specialist equipment and resources to support pupils' learning.
- Modify teaching and adapt activities to suit pupils' individual needs.
- Identify ways to improve pupil performance.
- Assess, record and report on the progress of pupils and use this information to extend their learning.

PERSONAL AND PROFESSIONAL CONDUCT

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - Treating pupils with dignity, building relationships rooted in mutual respect, and always observing proper boundaries appropriate to a teacher's professional position.
 - Having regard for the need to safeguard pupils' wellbeing, in accordance with statutory provisions.
 - Showing tolerance of and respect for the rights of others.
 - Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
 - Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Have proper and professional regard for the ethos, policies, and practices of the school, and maintain high standards in attendance and punctuality.

ORGANISATION AND COMMUNICATION

- Work closely with teaching staff, other TAs and the SENCO to close the attainment gap between individual pupils, groups of pupils, and their peers.
- Assist the SENCO in the production of a timetable that ensures pupils are not repeatedly missing the same lesson to join interventions.
- Contribute towards pupils' annual reviews and report on the effectiveness of the interventions in place.
- Assist in arranging extra time and access arrangements, as appropriate, where external examinations or tests are administered.
- Liaise with the SENCO regularly to review the progress of individual pupils with and the overall SEND provision in the school.
- Assist in the coordination and provision of interventions for named pupils or groups of pupils.

ADDITIONAL DUTIES

- Participate in training and other professional development as required.
- Provide the school with feedback on any training or professional development undertaken.
- Report professional development progress to the line manager and set goals for further professional development onto ARBOR
- Conduct additional tasks as reasonable expected under the direction of the headteacher.

QUALIFICATIONS AND TRAINING

ESSENTIAL

- Evidence of working in a SEND school.
- Safeguarding and Child Protection training

DESIRABLE

- Desire to participate in further CPD
- Data protection training
- First Aid training
- Fire awareness/ warden training.
- Additional qualifications and training

SKILLS AND EXPERIENCE

ESSENTIAL

- At least two years of experience teaching within a SEND school environment
- Implementing safeguarding procedures in schools and using CPOMS effectively
- Experience of working with children.
- Experience of record keeping and monitoring.
- Effective oral and written communication skills.
- Demonstrable levels of numeracy and literacy.
- Excellent communication skills.
- Effective problem solving skills.
- The ability to remain calm under pressure.
- The ability to be proactive in seeking solutions.
- The ability to work with pupils in a professional manner.
- Strong ICT skills.

DESIRABLE

- Experience of working in an educational environment.
- Experience of working on a one-to-one basis.
- Good organisational skills and time management.
- Experience working with children and young people with additional needs.
- Experience leading and managing other support staff.
- Experience in a specialist area.

KNOWLEDGE

ESSENTIAL

- A clear understanding of the national curriculum and examination specifications across Key stage 2-4
- Sufficient knowledge to answer subject-related questions raised by pupils.
- An ability to use different teaching methods and adapt to cater for pupils' different needs.
- Knowledge of effective intervention strategies to improve the quality of teaching and learning.

DESIRABLE

- An understanding of relevant legislation and educational developments.
- An understanding of how assessment and attainment information can be used to improve practice.
-

<ul style="list-style-type: none"> • Knowledge of areas of legislation relevant to child protection and safeguarding. • Knowledge of relevant school policies. 	
--	--

PERSONAL TRAITS

- Commitment to promoting the ethos and values of the school and getting the best outcomes for all pupils
- Commitment to safeguarding and equality
- Excellent verbal and written communication skills.
- Be flexible and have ability to work in a busy environment
- Excellent time management and organisation skills.
- The ability to work independently and as part of a team.
- Good organisational skills and can prioritise workloads
- The ability to maintain successful professional relationships.
- The ability to prioritise tasks and handle a demanding workload.
- Good problem-solving skills.
- Sense of humour

THE SUCCESSFUL CANDIDATE MAY ALSO HAVE:

- Dedication to promoting their professional development, and that of others.
- The ability to promote good behaviour consistently.
- Ability to plan and take control of situations and pre-empt triggers.
- Commitment to contributing to the wider school and its community.
- Ability to effectively promote the school’s ethos and vision.
- Capability of managing a demanding workload and successfully prioritising work.
- Professionally assertive and clear thinking.
- Ability to work flexibly, attending debriefs and effectively contributing. Participating and leading CPD, in addition to managing a demanding workload.

ADDITIONAL REQUIREMENTS

THE SUCCESSFUL CANDIDATE WILL HAVE

- An up-to-date DBS certificate, with barred list information where required.
- The right to work in the UK.
- References

NOTES

This job description may be amended at any time in consultation with the postholder.

AGREED DATE

Next review date:

Headteacher/line manager’s signature: _____

Date: _____

Postholder’s signature: _____

Date: _____



“INSPIRING DREAMS, BUILDING BRIGHT FUTURES TOGETHER.”