Joy Lane Primary School

Joy Lane, Whitstable, Kent, CT5 4LT

01227 261430

Job Description

**Teaching Assistant**

Kent Range 3

**Purpose of the Job**:

To work with teachers to support teaching and learning, providing general and specific assistance to pupils and staff under the direction, guidance and direct supervision of the classroom teacher.

Support the welfare of learners and ensure the school values are reinforced throughout the school curriculum. Learners should: be healthy, stay safe, enjoy and achieve, make a positive contribution to the community and achieve economic well-being.

**Key Duties and Responsibilities**

Before the lesson

* Ensure TAs have planning for the lessons they are to support, at the start of the week or before if possible.
* Ensure TAs have copies of the medium term plans subjects at the start of the scheme of work.
* Ensure TAs have tasks to complete during all parts of the lesson.
* Ensure TAs have clear instructions as to the task/s you require them to do by the end of the lesson.

TAs should:

* Read any plans and take up any queries/needs with staff.
* Arrive on time to aid teacher to begin the lesson punctually.
* Ensure they have knowledge of IEPs and individual learning needs for the SEN pupils who they are responsible for.
* Ensure they understand the level of support/tasks required by the teacher for the lesson.
* Prepare SEN resources that are needed for particular lessons.
* Ensure the identified SEN children are able to access the curriculum through further differentiation/planning/preparation through modification of programmes/activities for designated individuals/groups of identified children.

During teacher introductions at the start of the lesson, TAs could be asked to:

* Carry out speaking and listening observations of the whole class or targeted children.
* Be the teacher’s second pair of eyes – scanning the class for understanding/non engagement etc.
* Observe and record target children’s engagement.
* Sweep of the class – note down whose not getting it
* Note down children’s responses on a flip chart –picking out good vocabulary.
* Be a partner to a child/group of children e.g. talk partners
* Support children to aid their understanding/answering of oral questions.
* Checking pupils’ responses on their individual whiteboards (recording who didn’t get it correct; who was quick to answer and needs more challenge.
* Record children’s assessments.
* Observe/record the teacher’s interaction with pupils e.g. does the teacher ask questions of all children or only those with hands up; does she/he ask more questions of boys/girls

In the main part of the lesson, TAs should:

* Take a proactive role and use initiative within the classroom.
* Support/aid/track the learning of children with SEN/AEN (Vulnerable /Pupil Premium Groups)
* Implement action written in IEP’s and support staff through discussion of children’s individuals needs with regard to their IEP’s.
* Further adapt/differentiate/extend/modify specific tasks/activities for individuals/groups of children (not always those with SEN – could be with the more able) in order for them to achieve success.
* Test identified children in order to provide evidence of progress: reading, spelling, phonic, memory test etc.
* Teach/support children to achieve their IEP objectives or Speech/Language Therapy targets.
* Lead/deliver specific teacher directed activities/programmes of work.

In the main part of the lesson, TAs could be asked to:

* Team-teach alongside the teacher.
* Support group/individual-reading tasks.
* Use practical activities with small groups of children with a particular need (less able/more able)
* Work with other children who do not understand the lesson concepts/objectives/task or need further revisiting of skills, areas of work.
* Support small groups of children to achieve the differentiated task/objective set.
* Support a group of children with behavioural difficulties to remain on task.
* Support a group of children with low levels of concentration.
* Aid children with organisational problems to become more organised and begin the task more quickly.
* Teach specific learning programmes of work: Speech and Language therapy programmes, Touch typing, phonic spelling programmes etc.
* Re-explain tasks/objectives to individuals/groups of children.
* Keep children outside of the target group on task.
* Reinforce teacher’s instructions or carry out assessments missed by children due to absence.

At the end of the lesson:

* Support children in order to help, reinforce homework, record homework.
* Support targeted children to help them participate in the plenary sessions.
* Provide regular feedback to the teacher, written or verbally with regard to the success of the target group/individuals within it and if further testing/resources required.
* Discuss/report any difficulties, written or verbally, that have arisen during lesson for specific children.
* Discuss/report any areas of achievement, written or verbally, for specific children.

After the lesson:

* Discuss with/communicate to the teacher - areas of difficulties/achievements for children assigned to work with the TA.
* Try to give feedback to Teachers with regard to their support and identify the next stage of learning that children will be undertaking, where possible.
* Record evidence/test results of achievement/areas of concern/assessments for reviews and complete ‘round robins’ as necessary for children’s reviews.
* Attend reviews/pupil progress meetings in order to aid the evaluation process.

**Teaching Assistants in this role may also undertake some or all of the following:**

* Record basic pupil data.
* Support children’s learning through play.
* Assist with break-time supervision including facilitating games and activities, ensuring health and safety and good behaviour of all.
* Assist with escorting pupils on educational visits, day and residential.
* Support pupils in using basic ICT.
* Invigilate/facilitate assessments.
* Working within the Breakfast and After School Clubs as required.

**Footnote:** This job description is provided to assist the job holder to know what his/her main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post.

Person Specification

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.

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|  | Criteria |
| Qualifications | * Level 1 or 2 Diploma (or equivalent) with proficient practical skills |
| Experience | * Previous experience of working with children or experience of supporting children |
| Skills and Abilities | * Numeracy and literacy skills to GCSE level * Basic IT skills * Have the ability to relate well to children, understanding their needs and being able to respond accordingly * Ability to work well as part of a team and to form productive working relationships with adults * Good influencing skills to encourage pupils to interact with others and be socially responsible * Ability to behave in a manner that is at all times consistent with the school ethos and values |
| Knowledge | * Knowledge of policies and procedures relating to child protection, health, safety, security, equal opportunities and confidentiality |
| Behaviour and Attributes | * Enthusiasm for supporting the wellbeing and education of pupils with additional needs * Commitment to ensuring the safety and welfare of children * Emotionally intelligent and resilient; able to deal with emotive situations involving children * Act with integrity, honesty, loyalty and fairness to safeguard the reputation of the school * Commitment to equality of opportunity for all * Proactive, flexible and adaptable * Punctual and conscientious |