



Job Description Teaching Assistant – KR3

Post Holder:	
<i>The description of the duties, responsibilities and accountabilities for the post of Teaching Assistant (KR3) at Holy Trinity & St John's CEP School have been set out in this job description.</i>	
Responsibility Areas	Teaching Assistant (KR3)
Accountabilities	A Generic duties relevant to all members of staff
	B Undertaking responsibilities as a teaching assistant including the responsibility when asked to support 1:1 pupils
Accountable to	Class teacher SENCO Inclusion Leader Headteacher
Main Duties	See attached information for detailed duties and responsibilities
Signed	Date:
Signed	<i>Headteacher</i>

A - General duties relevant to all members of staff

To promote the mission, vision and aims of Holy Trinity & St John's CEP School to ensure that each child achieves their full potential

It is expected that all staff work collaboratively to share good practice, resources and ideas and realise the school vision and aims. All staff should act with professional integrity at all times, following the school 'Code of Conduct for Staff' and contribute positively to your own appraisal, and line management. Undertake specific tasks reasonably delegated by the Headteacher.

Use of ICT

ICT must be used creatively to inspire and motivate pupils where it is relevant to do so. All staff will be expected to utilise ICT and to improve communication and reduce paper use. Security procedures must be followed when using ICT systems. All staff are expected to follow (and ensure pupils follow) the procedures as laid out in the schools ICT and safety policy.

Data Protection

It is essential when working with computerised systems that you are completely aware of your responsibilities at all times under the Data protection Act 1984 (as amended) for the security, accuracy, and significance of personal data held on such systems.

Health and Safety

Employees are required to work in compliance with the schools' Health and Safety policies and under the Health and Safety at Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the school.

In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and healthy environments, including information, training and supervision necessary to accomplish those goals.

Safeguarding

Holy Trinity & St John's CEP School is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.

All staff are to have due regard for safeguarding and promoting the welfare of children, young people and adults and are to follow the safeguarding procedures adopted by Holy Trinity & St John's CEP School. Any safeguarding issues must be acted upon immediately by informing a Designated Safeguarding Lead (DSL).

Learning to fly higher

"Those who hope in the Lord will renew their strength. They will soar on the wings like eagles." Isaiah 40:31



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B: Undertaking responsibilities as a teaching assistant

To work under the direction and guidance of the Headteacher, Inclusion Leader, SENCO and Class Teacher to assist in the educational and social development of individual pupil, ensuring pupil welfare and progression. To work within the general aims and of the school and to contribute towards the overall Christian ethos of the school, paying due attention and regard to the policies. To be prepared to support PPA and/or class cover if requested and if confident to do so. To make full use of Performance Appraisal opportunities

Duties and Responsibilities:

Support for record keeping and resources:

Participate in the implementation of Provision Maps for pupils as designed by the teacher and SENCO. Duties will include monitoring the progress of pupils both educationally and socially.

Maintain accurate records and ensure that all documentation of interventions is recorded and filed appropriately (especially matters of confidentiality and Safeguarding).

Make resources/gather materials for teachers and/or pupils (as directed by the class teacher) and assist in the clearing away of the materials to ensure effective safety and efficient teaching.

Provide clerical/admin support (e.g. typing, photocopying, display, collection and recording of money etc).

Be aware of and comply with policies and procedures relation to safeguarding, health, safety, security and confidentiality reporting all concerns to an appropriate person to ensure pupils' wellbeing.

Support during learning activities:

Support to be given following the direction of the class teacher. To deliver the content of the lesson planned (by the class teacher) for small groups or class cover. Also to give effective feedback on the pupil's progress in that session.

Liaise with the class teacher in order to understand the objective of each lesson and demonstrate curriculum and subject knowledge.

Understand the assessment and success criteria to be used for each session and feedback required by the class teacher.

Assist in the national and school based assessments and their arrangements e.g. SATs, reading and maths tests, BRP and end of term assessments.

To inform the teacher/SLT of anything they should know as a result of the PPA/teaching time.

To provide support for the individual pupils within a group or class situation to enable them to participate fully in class activities; to be prepared to work with small groups of children both in and out of the class.

Work with the individual/group programmes devised by other professionals, e.g. speech therapist, occupational therapist etc.

Implement behaviour management programmes and Pastoral Support Plans (PSPs) for pupils to measure and ensure pupil's wellbeing, health, safety and learning needs are met.



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Care and support of the pupils:

To assist in the support and inclusion of all pupils with particular reference to those with Special Educational Needs and Disabilities (SEND).

Support pupils with emotional and/or behavioural problems and assist with the development of social skills to promote positive behaviour patterns, raise self-esteem and improve independent working.

To have responsibility for all pupils during break times.

Supervise in PE sessions and at play and lunchtimes (as directed) to ensure the continued safety of the pupils.

To assist in the hygiene, medical and the physical need of individual pupils, and when necessary, assist the pupils to dress and undress for PE.

To be aware of and observe Health and Safety practices and policies at all times.

Support for colleagues:

Assist the teacher with observation and monitoring of the progress of the pupils.

Participate and supervise pupils in the off-site activities as directed by the Headteacher, Inclusion Leader or class teacher e.g. educational trips, walks, swimming.

Contribute to the overall work/aims of the school and appreciate and support the role of colleagues and other professionals to enable the school to fulfil its development plans.

Liaise with the parents and other agencies as necessary.

To observe strict confidentiality on all matters concerning pupils and school matters.

To keep up communication systems by checking school diary and staffroom board/notices.

When Supporting 1:1 pupils:

Support the class teacher in the teaching and welfare of the named pupil to ensure they attain the targets set under the provision map/annual review and when appropriate to work with the pupil within a group. Dealing with the pupil's therapeutic, learning, language, behavioural and/or emotional needs. To make full use of Performance Appraisal opportunities.

Participate in the implementation of Provision Maps (and where applicable Pastoral Support Plans) for the pupil as designed by the teacher and SENCO.

Undertake accurate recording keeping in respect of the pupil's learning, behaviour management, safeguarding etc. (including liaising with therapists) as directed in order to support the teacher deliver the specific learning programmes set for each child. Support in completing necessary assessments and give required reports for outside agencies and for annual reviews.

Support the pupil in accessing learning activities, as directed by the teacher, to enable pupil's progress towards their targets. Be aware of and support differences to ensure pupil has equal access to opportunities to learn and develop. Demonstrate curriculum and subject knowledge.

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Provide support for the individual within a group or class situation to enable them to participate fully in class activities; to be prepared to work with small groups of children both in and out of the class.

Assist the teacher with observations and monitoring of the progress of the individual pupil.

Liaise with parents, receiving and handing over to ensure consistency of care and to pass on necessary messages. Keep lines of communication open via conversation or home/school contact book.

Liaise with other agencies involved in the case of the named pupil. With early years/KS1 hand over from and to the parents (as necessary).

Supporting your own Professional Development:

Undertake training and other learning activities and attend relevant meetings, as required to ensure own continuing professional development, including appraisal with line manager.

To review and reflect on your own progress and development.

To be an active participator in the appraisal process

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