

WESTCOURT PRIMARY & NURSERY SCHOOL

Job Description

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| Post Held | Teaching Assistant – Level 2/3 |
| Salary Scale | PFT A1 – Pro rata £12,097 |
| Hours/Week | 30 hours per week / 39 weeks per year |
| Main Purpose of Job | * To work under the guidance of the class teacher to support teaching and learning in the classroom * To provide general support to the class teacher in the management and organisation of the pupils and the classroom * To assist the teacher in creating and maintaining a purposeful, orderly and supportive learning environment * To promote the inclusion of all pupils ensuring they have equal access to opportunities to learn and develop * To be responsible for promoting and safeguarding the welfare of children and young people within the school |
| Support for the Pupils/Families | * To deliver pastoral and learning support (STL2, STL11, STL18, STL23, STL8) * To provide feedback to pupils in relation to progress and achievement (STL24, STL29 STL30) * To establish and develop productive working relationships with pupils acting as a role model and developing 1:1 mentoring arrangements and providing support for distressed pupils STL4,STL20, STL41) * To work with pupils, understanding how to motivate and encourage them to develop and achieve STL2) * To provide support for pupils to broaden and enrich their learning (STL1,STL2,STL11, STL18, STL41) * To work with the SENCO and other teachers to develop and implement IEPs and behavior mentoring plans 9STL5, STL19, STL24, STL30, STL25) * To promote the inclusion and acceptance of all pupils within the classroom. Encourage pupils to interact and work cooperatively with others and engage in all activities (STL20) * To work with small groups of children and to take responsibility for their learning (STL2, STL18, STL19, STL23, STL25, STL26, STL30) * To support children in mixed ability groupings ensuring that they understand tasks and learning objectives (STL1, STL18) |
| Support for the Teachers | * To assess, feedback and record the achievements and progress of pupils through agreed monitoring systems STL9, STL17, STL23, STL24, STL29, STL30) * To develop behavior management strategies. To be proactive in managing behavior and promote self-control, independence and integration (STL19) * To accompany teachers and classes on educational visits (STL59) * To work with the class teacher to complete administration tasks and prepare displays (STL16, STL31) |
| Support for the School | * To be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to an appropriate person (STL3, STL20) * To contribute to overall ethos/work/aims of the school (STL20, STL21, STL22) * To contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class (STL23,STL24) * To attend and participate in regular meetings, and in training and other activities as required (STL21) * To assist in the general care of the school environment STL31, STL57) * To assist with children at the beginning and end of the day and in the playground as required STL3,STL41,STL19) * To support the appraisal system for support staff (STL21) * Within an agreed system of supervision, to facilitate learning during short periods of teacher absence for planned meetings (STL1,STL5,STL21,STL23) (short being no more than 45 minutes) |
| Support for the Curriculum | * Within an agreed system of supervision, to deliver learning and teaching activities and adjust these when necessary (STL2, STL8, STL11, STL18, STL23,STL25, STL26) * To be responsible for management of stock levels and for maintenance/quality/safety of specialist equipment (STL31) * To use and prepare specialist equipment, plans and resources necessary to support learning activities, taking into account pupil’s interests, language and cultural backgrounds (STL7, STL8, STL11, STL18, STL31) * To assist with the development of Literacy, Numeracy and ICT skills and to support their use in learning activities (STL6, STL11,STL18, STL23, STL25, STL26, STL27) * To undertake broadly similar duties commensurate with the level of the post as required by the Headteacher |
| To whom responsible | Headteacher, Class Teacher |
| To work closely with | Class Teacher, Inclusion Manager |

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post holder’s professional responsibilities and duties, including the provision of high quality teaching and learning and the pastoral care of the children in their charge. Elements of this job description and changes to it may be negotiated at the request of either the Headteacher or the incumbent of the post.

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| Name of teacher: | Dated: |
| Signed: | Revision date: |

**Westcourt Primary & Nursery School**

**Teaching Assistant**

**PERSON SPECIFICATION (E- Essential D- Desirable)**

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| **General Heading** | **Detail** |  | **Examples** |
| **Qualifications & Experience** | Specific qualifications & experience  Knowledge of relevant policies and procedures  Literacy  Numeracy  Technology | **E**  **D**  **E**  **E**  **D** | Successful experience working with children in a school/early years environment  Educated to NVQ Level 2 in learning support/early years, NNEB or equivalent qualification/experience  Basic knowledge of First Aid and understanding of the School policies & procedures/Paediatric Frist Aid qualified  Good reading and writing skills (National qualification Grade C or equivalent )   |  | | --- | | Good numeracy skills (National qualification Grade C or equivalent )  Knowledge of basic ICT to support learning | |
| **Communication** | Written  Verbal  Languages | **E**  **E**  **E** | Ability to read, write & understand basic reports  Ability to read, write & understand basic reports  Overcome communication barriers with children and adults |
| **Working with Children** | Behaviour Management  SEND  Curriculum  Child Development | **E**  **E**  **D**  **E** | Understand and implement the school’s behaviour management & anti-bullying policy  Ability to understand and support children with developmental difficulty or disability  Good understanding of the school/national curriculum including expectations of English & Maths  Good understanding of the general aspect of child development & Early Years  Ability to assess progress and performance |
|  | Health & Wellbeing | **D** | Understand and support the importance of physical and emotional wellbeing |
| **Working with Others** | Working with Partners  Relationships  Team Work  Information Sharing | **E**  **E**  **E**  **E** | Understand the role of others working in and with the school  Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults  Ability to work effectively and positively with a range of adults  Respect confidentiality. Know when, how and with whom to share information. Ability to follow instructions accurately |
| **Responsibilities** | Organisational Skills  Line Management  Time Management  Problem Solving | **E**  **D**  **E**  **E** | Good organisational skills  Ability to remain calm under pressure  Ability to support the work of volunteers and other assistants in the classroom  Ability to manage own time effectively  Demonstrate a positive, solution focused approach to resolve routine problems independently |
| **General** | Equalities  Health & Safety  Child Protection  Confidentiality/ Data Protection  CPD  Performance Management | **E**  **E**  **E**  **E**  **E**  **E** | Awareness of and commitment to equality  Basic understanding of Health & Safety  Understand and implement child protection procedures  Understand procedures and legislation relating to confidentiality and implement them  Be prepared to develop and learn in the role  Participate in annual performance appraisal constructively and positively |