



Job Description

Post Title: Teaching Assistant KS1/KS2
Responsible to: Inclusion Lead/SENCo, Deputy Head Teacher and Head Teacher
Liaises with: Class teacher and Inclusion Lead/SENCo

Main purpose of job:

- To undertake work/care/support programmes to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom.
- To work under the instruction/guidance of senior/teaching staff to support the delivery of quality learning and teaching and to help raise standards of achievement for all pupils.
- Work may be carried out in the classrooms or outside the main teaching area.

DUTIES AND RESPONSIBILITIES

Support for pupils:

- To develop a knowledge of a range of learning support needs and to develop an understanding of the specific needs of the pupils to be supported.
- To supervise and provide particular support for pupils, ensuring their safety and access to learning activities.
- Taking into account the learning support involved, to aid the pupils to learn as effectively as possible both in group situations and on his/her own by, for example:
 - clarifying and explaining instructions,
 - ensuring the child is able to use equipment and materials provided,
 - assisting in weaker areas, e.g. language, behaviour, social skills, reading, spelling, handwriting/presentation,
 - helping children to concentrate on and finish work set,
 - meeting physical needs as required whilst encouraging independence,
 - assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes,
 - developing appropriate resources to support the children,
 - providing support for individual children inside and outside the classroom to enable them to interact with others and engage in activities led by the teacher.
- To establish a constructive relationship with the pupils and interact with them according to individual needs.
- To promote the inclusion and acceptance of all children.
- To set challenging and demanding expectations and promote self-esteem and independence.
- To provide the necessary pastoral care to enable children to feel secure and happy.
- To provide feedback to pupils in relation to progress and achievement under the guidance of the teacher.

Support for teachers

- Assist with the class teacher (and other professionals as appropriate), in the development and planning of a suitable programme of support for pupils.
- Monitor pupil's responses to learning activities and accurately record achievement as directed.
- Provide detailed and regular feedback about the children to the teacher.
- Contribute to the maintenance of children's progress records.
- Participate in the evaluation of the support programme.

- Promote good behaviour, dealing promptly with conflicts and incidents in line with established policy, and encourage children to take responsibility for their own behaviour.
- Establish constructive relationships with parents/carers.
- Administer routine tests and undertake routine marking of children's work.
- Support class teachers in photocopying and other tasks in order to support teaching.

Support for the Curriculum:

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Undertake intervention programmes linked to local and national learning strategies, recording achievement and progress, and feeding back to the teacher.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Assist with the preparation and maintenance of equipment/resources required to meet lesson plans/relevant learning activities to support the delivery of an enriched curriculum.

Support for the school:

- Be aware of and comply with the procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the roles of other professionals.
- Attend and participate in relevant meetings as required.
- Where appropriate develop a relationship to foster links between home and school.
- Liaise, advise and consult with other members of the team supporting the children as appropriate.
- Contribute to reviews of children's progress as appropriate.
- Set a good example in terms of dress, punctuality and attendance.
- Prepare and present displays of children's work as required.
- Undertake other duties from time to time as required by the Headteacher.

Arrangements for appraisal of performance

The role of the Teaching Assistant will be monitored through the school's performance management programme and by members of the SLT.

Person Specification

The Academy of Cuxton Schools Teaching Assistant KS1/KS2

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. **You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form.** If you are selected for interview you will be asked to undertake practical tests to cover the skills and abilities shown below:

Experience

1. Experience working with children of relevant age.

Qualification/training

2. Good numeracy/literacy skills
3. NVQ 2 for Teaching Assistants or equivalent qualification or willingness to work towards a relevant qualification.
4. Training in the relevant learning strategies e.g. literacy and numeracy

Knowledge/skills

5. Ability to use ICT effectively to support learning.
6. An understanding of relevant policies/codes of practice and awareness of relevant legislation.
7. A general understanding of national/foundation stage curriculum and other relevant learning programmes/strategies.
8. A basic understanding of principles of child development and learning processes.
9. Ability to self-evaluate learning needs and actively seek learning opportunities.
10. Ability to relate well to children and adults.
11. Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.
12. Ability to comply with policies and procedures relating to child protection, health, safety and security, confidentiality, data protection and equal opportunities.
13. How to support children with Special Educational Needs.
14. An understanding of how children learn and how to motivate them.
15. Be able to:
 - work with an individual or a group,
 - reinforce teaching points during teacher input,
 - clear up misunderstandings and sort out misconceptions,
 - teach new concepts as agreed with the class teacher,
 - model acceptable behaviour,

- provide strategies for spelling, reading, number skills.
- extend children's thinking skills,
- assess children's understanding of text and reading skills,
- assess children's understanding of maths concepts,
- discuss with children their understanding of learning objectives,
- suggest ways of developing learning,
- encourage good social skills,
- update assessments and Individual Education Programmes,
- liaise with the SENCO and outside agencies,

Personal characteristics

16. Calmness.
17. Confidentiality.
18. Empathy.
19. Enthusiasm.
20. Flexibility.
21. Initiative.