JOB DESCRIPTION

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Produced by: HT/MSJ

MOORDOWN ST JOHN'S CE PRIMARY SCHOOL

Post Title: **Teaching Assistant**

Reporting to: 1: Class Teacher
2: Deputy Headteacher
3: Headteacher

Grade: Grade 3 (Points 5 – 6)

1. Job Purpose and Objectives

As an important and valued member of the school's support staff, contributing to the Christian ethos reflected in this Church of England Primary School, the Teaching Assistant is required to:

1. Act as a member of a conscientious team, fulfilling responsibilities efficiently and effectively.
2. Assist in the support and inclusion of children with special educational needs within this mainstream school.
3. Work in close contact with one or more pupils, providing appropriately targeted support that facilitates effective learning and sustained progress.
4. Deliver a programme of support to a timetable outlined by the Inclusion Leader, acting on the Headteacher's behalf, which is regularly reviewed and subject to change at any time.
5. Attend Learning Support meetings, whether with the Inclusion Leader/Learning Support teacher and/or the parents/external agencies pertaining to the review of a pupil with SEN.
6. Maintain a welcoming, courteous stance when dealing with children, parents, governors, fellow members of staff and other visitors.
7. Maintain strict confidentiality, given the close contact with children and other members of the school's staff, and that any enquiry from a parent is directed to the class teacher, or Headteacher/Deputy Headteacher, immediately without comment.

The parameters of the Teaching Assistant's tasks are encompassed within the Conditions of Service for School Support Staff.

2. Main duties and responsibilities

2.1 Classroom Duties

Under the direction and supervision of the class teacher(s) to whom assigned and Inclusion Leader:

Support the child/ren

* Develop a knowledge and understanding of the range of learning support needs and to develop an understanding of the specific needs of the child/ren in the group/class being supported.
* Help the child/ren to learn effectively as possible, both in group situations and on their own by:
  - Following advice given by medical/educational advisors relating to the specific needs of the child.
  - Undertaking any specific specialist training to ensure that the child's needs are met
  - Clarifying/explaining instructions.
  - Ensuring (s)he/they can use equipment and materials provided.

- Motivating and encouraging as required.
- Assisting in any areas where there may be weakness (including personal hygiene).
- Helping them to concentrate and finish work.
- Meeting needs as required yet also encouraging independence.
- Liaising with the class teacher/Inclusion Leader about Individual Learning journeys.
- Developing appropriate resources to support the child/ren.
- Help the child/ren with all aspects of the curriculum whether individually or in small groups.

Support the Teacher

* Participate, wherever possible, in the regular, weekly curriculum planning meetings.
* Support the promotion of the Futures Curriculum.
* Share in the preparation and planning of the Futures Curriculum, observing the class teacher's instructions.
* Be adaptable with regard to working on certain sophisticated items of equipment, such as the computer or specific equipment necessary to meet the needs of the child.
* Assist, with the teacher (and other professionals as appropriate), in the development of a suitable programme of support (Individual Learning Journey).
* Record and celebrate individual pupil progress in their Individual Learning Journey each time when working with the child.
* Suggest new steps to the class teacher.
* Contribute to the maintenance of the child/ren's progress records.
* Participate in the evaluation of school support programmes.
* Maintain accurate and succinct records about the child/ren's responses to particular tasks, sharing this information with the class teacher at agreed times during the school day.

Support the School

* Liaise, advise and consult with other members of the team supporting the child/ren when asked to do so.
* Contribute to the reviews of the child/ren's progress.
* Attend relevant in-service training (overtime paid where outside of the teaching assistant contract)
* Be aware of school procedures.
* Respect confidentiality issues linked to home/pupil/teacher/school work and keep confidences appropriately.

2.2 Other Classroom Duties

Again under the direction of the assigned class teacher(s) and Inclusion Leader deal with the following non-teaching tasks:

a) Prepare and clean materials and equipment for use within designated areas and tidy up after use.
b) Arrange the furniture and resources for group work.
c) Mount and display children's work.
d) Undertake photocopying, laminating, comb binding, etc
e) File children's work.
f) Attend to the children's personal needs and simple first aid; where a child is causing concern this should be reported, in the first instance, to their class teacher.

2.3 Duties Beyond the Classroom

It is noted that lunchtime supervision responsibilities are a key requirement of the role.
Teaching Assistants will be assigned to a particular class during lunchtime and are expected to work inside (in classrooms or Hall) whilst the children eat their lunch and outside in one of the playgrounds (dry weather) / inside in one of the classrooms (wet weather).

In addition, under the direction and supervision of the teacher(s)/SLT carry out the following tasks if and when required:

a) Assist with activities involving children outside the classroom.
b) Accompany groups of children on educational visits, after prior briefing from the teacher(s)

leading the trip.

c) Help with first aid at playtimes, as required.
d) Help in a general way with all visitors and parents coming into the school.

2.4 Personal Staff Development

Review, from time to time, progress against agreed objectives, timetables, etc, with the Headteacher (or Deputy Headteacher), and participate in agreed, further professional development.

Participate in the school's performance management scheme, as appropriate.

3. Supervisory/Managerial Responsibility

N/A

4. Key Contacts and Relationships

Polite contact and communication is expected at all times whether dealing with pupils, staff colleagues, school directors, parents/carers, school visitors, visiting professionals or volunteer helpers.

Frequency of contact with these people will vary from day to day. Some communications can be of a delicate nature. Confidentiality must be maintained at all times (excluding safeguarding concerns, which must be shared immediately with the school's Designated Safeguarding Lead).

5. Safeguarding

Our school is committed to safeguarding, preventing radicalisation and promoting the welfare of children and expects all staff to share this commitment. Rigorous checks will be made of the successful applicant's background credentials including Enhanced DBS and Childcare Disqualification checks.

The job-holder is expected to adhere to, and ensure compliance with, relevant Safeguarding/Child Protection policies and procedures at all times. If in the course of carrying out duties of the role, the job-holder identifies any instance that a child is suffering, or likely to suffer significant harm either at school or at home, s/he must report the concerns to the school's Designated Safeguarding Lead

6. Other

The aim of the job description is to indicate the general purpose and level of responsibility of the post. Please be aware that duties may vary from time to time without changing their character or general level of responsibility. Duties may be subject to periodic review by the Headteacher or nominated representative (in consultation with the postholder) to reflect the changing work composition of the business.

This is an outline job description only and the post holder will be expected to undertake the duties commensurate within the range and grade of the post or any lesser duties as directed by the Headteacher or his delegated representative.