JOB DESCRIPTION

DIRECTORATE: Education

NAME OF SCHOOL: Ben Jonson Primary School

POST TITLE: Teaching Assistant (Senior Level)/Higher Level Teaching Assistant

GRADE: Scale 5 (pro rata term time only)

RESPONSIBLE TO: Assistant Headteacher Inclusion / Assistant Headteacher for Phase /Class Teacher

STAFF SUPERVISED: Up to 15 Teaching Assistants

RESPONSIBLE FOR: Trainees/students on work placement

PURPOSE OF THE JOB

- To provide higher level support for pupils, the teacher and the school in order to raise standards of achievements for all pupils, to encourage pupils to become independent learners, to ensure their safety and welfare and support the inclusion of pupils in all aspects of school life.
- Under the direction and supervision of the class teacher, to work with whole classes, smaller groups and individuals, carrying out ‘specified work’ as outlined in regulations and guidance under Section 133 of the Education Act 2003.
- To lead and supervise the work of a small team of teaching assistants.

MAJOR DUTIES AND RESPONSIBILITIES

1. To work with individual children/students and groups, under the direction of the class teacher, introducing tasks, monitoring children’s work and using a range of strategies to support their learning.

2. To help pupils to access the full curriculum, at the same time promoting independent learning.

3. To observe pupils’ performance, and using the systems in place in the school/class, provide the teacher with feedback on pupil progress and help maintain individual and group records.

4. To contribute to the planning and evaluation of learning activities for individuals and groups, liaising with and maintaining effective working relationships with colleagues.

5. To help prepare and maintain a purposeful, orderly and supportive environment for learning.

6. To provide care with regard to the physical welfare of pupils/students.

7. To draw on specialist skills and knowledge to respond effectively to pupils with additional educational needs.
8. To contribute to the induction programme for newly appointed teaching assistants and provide mentoring support to trainees on work placements.

9. To supervise and provide performance management reviews for a team of teaching assistants.

**JOB ACTIVITIES RELEVANT TO ALL TEACHING ASSISTANTS**

10. To use a range of support methods and resources, including ICT, appropriate to the needs of individuals and groups, as directed by the class teacher.

11. To support the organisation of the learning environment, including the production, maintenance and storage of resources.

12. To meet regularly with the class teacher during contracted hours to discuss children’s/students’ progress and to plan and review support.

13. To attend formal meetings during contracted hours to discuss children’s/students’ progress with parents and other professionals as part of the relevant staff group.

14. To support the school’s aims and ethos.

15. To familiarise with, actively support and comply with all the school’s policies and procedures e.g. Health and Safety, Equal Opportunities, Child Protection, Behaviour.

16. To undertake supervision of playground activities and after-school clubs as directed by the Headteacher.

17. To undertake care tasks related to children’s/students’ physical welfare in accordance with LA guidance and procedures.

18. To accompany children/students and teachers on educational visits and trips during contracted hours.

19. To undertake other similar duties commensurate with the grade, provided that such duties are within the competence of the postholder.

20. To attend professional development meetings and any other designated training which supports the schools’ vision and aims.

**JOB ACTIVITIES RELEVANT TO TEACHING ASSISTANTS AT SENIOR LEVEL**

21. To support the teaching of the National Literacy Strategy and the National Numeracy Strategy (in primary schools) and the KS3 Strategy in secondary schools, using specialist knowledge and skills to help pupils with activities which develop their literacy and numeracy skills.

22. To deliver structured intervention and catch-up programmes to support the development of literacy and/or numeracy skills, e.g. Additional Literacy Support (ALS), Early Literacy Support (ELS), Read Write Inc (RWI) and Springboard mathematics in primary schools and other intervention programmes in secondary schools.

23. To provide targeted support to individuals and groups, including those pupils with English as an Additional Language or special educational needs.

24. To build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and be concerned for their development as learners.
25. To demonstrate and promote the positive values, attitudes and behaviours expected from pupils at all times.

26. To work collaboratively with colleagues, and carry out your roles effectively, knowing when to seek help and advice.

27. To provide individual support and share skills with less-experienced colleagues and trainees on work placements, modelling good practice, providing simple demonstrations and acting as a mentor if required.

28. To co-ordinate year group/phase and whole school projects with all other support staff.

29. To disseminate information to teaching assistants and ensure that they are deployed effectively.

30. To liaise with Year Group Leaders/AHT daily regarding cover, learning environment and requirements of the team of TAs within the phase.

31. To liaise sensitively and effectively with parents and carers and support the schools’ work with parents and the community eg. learning partners.

32. To improve your own practice, including through observation, evaluation and discussion with colleagues.

33. Contribute effectively to teachers’ planning and preparation of lessons.

34. Work within a framework set by the teacher; plan your role in lessons including how you will provide feedback to pupils and colleagues on pupils’ learning and behaviour.

35. Contribute to the planning of opportunities for pupils to learn in out-of school contexts, in accordance with school policies and procedures.

36. Support teachers in evaluating pupils’ progress through a range of assessment activities.

37. Monitor pupils’ participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn.

38. Use clearly structured teaching and learning activities that ensure you maintain interest and motivate pupils, and advance their learning.

39. Promote and support the inclusion of all pupils in the learning activities in which they are involved.

40. Use behaviour management strategies, in line with the school’s policy and procedures, which contribute to a purposeful learning environment.

41. Advance pupils’ learning in a range of classroom settings, including working with individuals, small groups and whole classes during the short term absence of the teachers.

42. Recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotypes, and by challenging bullying or harassment, following relevant policies and procedures.

43. Organise and manage safely the learning activities, the physical teaching space and resources for which they are given responsibility.
44. To produce and maintain classroom resources, displays and classroom layout in consultation with the teacher.

45. To supervise pupils during breaks, if required.

46. Other appropriate duties relevant to the purpose of the post and within the grading and competency of the post holder, as reasonably required by the Headteacher.

OTHER DUTIES AND RESPONSIBILITIES
- To ensure all duties and responsibilities are discharged in accordance with the school’s health and safety at work policy
- To undertake other reasonable duties commensurate with the grade of the post

PROFESSIONAL CHARACTERISTICS
- demonstrate that you are an effective professional who challenges and supports all pupils and staff to do their best through:
  - inspiring trust and confidence,
  - building team commitment,
  - engaging and motivating pupils and staff,
  - analytical thinking

PERFORMANCE MANAGEMENT
Performance management assessment will be based on the responsibilities listed above and judgements will be made against these within the agreed time scale, as part of the schools performance management cycle.

CONDITIONS OF SERVICE
Governed by the National Agreement on Pay and Conditions of service, supplemented by local conditions as agreed by the governors.

EQUAL OPPORTUNITY
The post holder will be expected to undertake all duties in the context of and in compliance with the school’s and council’s equal opportunities policies

SAFEGURDING CHILDREN
The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will require an enhanced CRB clearance.

The above job description was agreed on …………………………… (date). It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments. It will be reviewed as part of the annual performance process.

___________________________________________________Signed by (Post holder)

___________________________________________________Signed by (Headteacher)

PERSON SPECIFICATION RELEVANT TO ALL TEACHING ASSISTANTS
1. The ability to communicate effectively with individuals and groups of children, teachers, parents and other members of staff.
2. The ability to establish and maintain effective working relationships with teachers and other members of staff.
3. The ability to accept guidance and direction from teachers.
4. The ability to adapt to differing environments within the school and to the needs of different children.
5. The ability to keep written records and support the development of pupils’ literacy and numeracy skills with confidence.
6. Be prepared to work throughout the school with any age group.
7. Awareness of how pupils learn and the various factors which affect their learning.
8. Awareness of the need to show respect and value pupils as individuals.
9. An understanding of and commitment to inclusive education.
10. GCSE English and Maths (C and above or equivalent)

PERSON Specificationrelevant to Teaching Assistants at HLTA Level

11. Expertise and specialist skills in at least two areas:
   - Support for bilingual/multilingual pupils
   - Support for pupils with communication and interaction difficulties
   - Support for pupils with cognition and learning difficulties
   - Support for pupils with behavioral, emotional and social development needs
   - Support for pupils with sensory and/or physical impairment
   - Support for the use of information and communication technology in the classroom
   - Support for pupils in developing their literacy skills
   - Support for pupils in developing their numeracy skills

12. To be familiar with the school curriculum, the age related expectations of pupil, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which you are involved

13. To understand the aims, content, teaching strategies and intended outcomes for the lessons in which you are involved, and understand the place of these in the related teaching programme.

14. To know the key factors that can affect the way pupils learn.

15. To know how to use ICT to advance pupils’ learning, and be able to use common ICT tools for your own and pupils’ benefit.

16. To have a range of strategies to establish a purposeful learning environment and promote good behavior.

17. To know the legal definition of Special Educational Needs (SEN), and be familiar with the guidance about meeting SEN given in the SEN Code of Practice with appropriate training.

18. To be able to communicate with pupils and other adults clearly and effectively.

19. To know how to ICT to advance pupils’ learning, and be able to use common ICT tools for your own and pupils’ benefit.

20. To have a range of strategies to establish a purposeful learning environment


22. Experience of advancing pupils’ learning in a range of classroom settings, including working with individuals, small groups and whole classes without the assigned teacher being present for short periods of time.

23. Demonstration of these skills through the achievement of a nationally recognised qualification at NVQ Level 3 (or equivalent).

PERSONAL Responsibilities Relevant to All Teaching Assistants
24. Respect the confidentiality of pupil information and respond sensitively to pupils’ needs.
25. Be aware of the particular learning and physical needs of the pupils you support.
26. Actively participate in the school’s appraisal scheme, as specified in the school policy, meeting regularly with your line manager, in accordance with the scheme, ensuring that performance standards/targets are set and met within the agreed time scale.
27. Undertake other relevant and appropriate training during contracted hours, as identified with your line manager.
28. Within your contracted hours attend staff meetings, as required.
29. Flexibility and ability to work as a team.