



Holbrook C of E Primary School

Teaching Assistant Job Description

Employment details

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| Job title: | Teaching Assistant |
| Reports to (job title): | The Headteacher |
| Type of position: | Support Staff |
| Hours of work: | Monday-Wednesday, 8.30-3.30 |
| Level and scale point: | Grade 7 Point 8 |
| Job purpose: | <ul style="list-style-type: none"> • Support the teacher in the classroom and in preparation for lessons. • Support children in their educational and social development. • Provide specific support for pupils with special educational needs or disabilities. |

Main duties/responsibilities

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| Develop a secure knowledge of the learning support needs of individual pupils. |
| <p>For the pupils being supported:</p> <ul style="list-style-type: none"> • Aid their learning as effectively as possible. • Clarify and explain instructions. • Ensure they are able to use any equipment and materials provided. • Assist them with their challenges, such as language, behaviour and social skills. • Help them to concentrate on and finish work set for them. • Meet physical needs as required when encouraging independence. • Assist with the development and implementation of EHC plans. |
| Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses so that children can access the full curriculum. |
| Develop a positive relationship with parents of children with SEND, including attending reviews where appropriate. |
| Support the implementation of Individual Learning Plan or Education and Health Care Plan targets and learning/social and emotional strategies. |
| Liaise with outside agencies linked to SEND needs in order to develop targets and programmes of work which meet individual children's needs. |
| Assist with the preparation and maintenance of school equipment and resources required to meet lesson plans or other relevant learning activities to support the delivery of an enriched curriculum. |
| Support children with all curriculum areas on an individual, class or small group basis. |
| Help the teacher to develop learning programmes and activities, and adapt appropriate materials. |
| Assist the teacher with marking and correcting work, and other administrative tasks. |
| Prepare the classroom for lessons and practice good housekeeping to ensure the classroom remains in good order. |
| 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. |



Manages children's learning in small groups, feeding back to the class teacher about attainment and progress.

Support the teacher in managing class behaviour, having high expectations of behaviour, in line with the school policy.

Develop own practice through structured CPD and by identified opportunities for personal development.

Cover lessons from time to time, using teacher's planning.

Ensure the safety and well-being of pupils by paying due regard to health and safety, safe-guarding and child protection procedures.

Create displays from pupils' work.

Contribute to school record keeping.

Help out with school events, trips and activities.

Where required, support individual children with personal care, following their agreed personal care plan.

Develop a positive relationship with parents of children with SEND, including attending reviews where appropriate.

Support the implementation of Individual Learning Plan or Education and Health Care Plan targets and learning/social and emotional strategies.

Liaise with outside agencies linked to SEND needs in order to develop targets and programmes of work which meet individual children's needs.

Carry out any other reasonable duties, commensurate to the post, as directed by the Headteacher, to ensure the safe and smooth running of the school.

Holbrook C of E Primary School Teaching Assistant Person Specification

| | Essential | Desirable | Evidence |
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| Qualifications and experience | <ul style="list-style-type: none"> • Good standard of English and Maths • Knowledge and understanding of child development and children's and families' needs. • Experience of working with children • Relevant qualification with regard to working with children, such as Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools | <ul style="list-style-type: none"> • Previous experience working in EYFS (Early Years Foundation Stage) • Previous experience working with children with complex needs. • GCSE Maths and English (or equivalent) • Experience of phonics delivery | A, I, D |
| Organisation | <ul style="list-style-type: none"> • Ability to plan and organise. • Ability to recognise and identify problems. • Ability to record and pass on information accurately. • Able to support with school record-keeping and document development. • Able to carry out assessments with support from the teacher | <ul style="list-style-type: none"> • Ability to cope with many roles/ responsibilities. | A, I, R |
| Special skills and interests | <ul style="list-style-type: none"> • Ability to encourage and enable others to develop their full potential. | <ul style="list-style-type: none"> • First aid | A, I |
| Disposition and attitudes | <ul style="list-style-type: none"> • Ability to build relationships and to lead and work as part of a team. • A friendly, helpful, caring and flexible approach. • Open-mindedness and patience. • A commitment to equal opportunities. • Ability to maintain confidentiality in all school matters. • Ability to both take direction and to use own initiative • Able to stay calm and patient where students are dysregulated • Able to build positive and supportive relationships with parent/carers | <ul style="list-style-type: none"> • High levels of self-confidence. • Ability to relate well to other professionals. | I, R |

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| Physical attributes and other circumstances | <ul style="list-style-type: none"> • Ability to physically fulfil the responsibilities of the post. • Willingness and ability to attend appropriate meetings and training. • Reasonable personal presentation. • Excellent punctuality. | <ul style="list-style-type: none"> • Flexible approach. | I, R |
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Evidence

A = Assessed at application

I = Assessed at interview

R = Assessed through references

D = Assessed through supporting documents at interview