



POST TITLE: Teaching Assistant

GRADE: Grade 6

CONTRACTUAL ARRANGEMENTS: 22.5 hours per week, term time only, permanent

ACCOUNTABLE TO: Year Leader

PURPOSE OF THE JOB

- To assist teachers in providing a learning environment that enables all children to access the curriculum and learn to the best of their ability
- To work with and support a child or children with a variety of academic, physical and emotional/behavioural/medical needs on a class, group or individual basis

KEY ACCOUNTABILITIES

1. To work with individuals, groups of children, or a named child as directed by the class teacher and/or SENCo, to support subjects and learning across the whole curriculum (according to the requirements of the school, this may include the supervision of a classroom for periods of time)
2. To establish supportive, caring and secure relationships with the child/ children, promoting respect, self-esteem and a positive, inclusive whole school ethos;
3. To develop knowledge and understanding of specific academic, physical and emotional/behavioural needs of individuals and groups of children and respond to them effectively;
4. To assist the class teacher/SENCo with the planning, development and delivery of suitable programmes of work for pupils (i.e. Individual Education Plans), including those with specific learning needs and/or a statement of Special Educational Needs;
5. To support class teachers to design, create and produce learning activities, materials and resources to support aspects of the curriculum or particular learning outcomes, and to assist and support the child/ren in using them;
6. To help, support and motivate the child/ren, clarifying instructions, encouraging independent learning and behaviour and enabling learning targets and outcomes to be achieved;
7. To contribute to monitoring and recording pupils' progress, maintaining records and providing relevant feedback to teachers;
8. To provide welfare support to the child/ren, including administering First Aid (dependent on training) and attending to personal hygiene and identified medical needs as required;
9. As directed by the Class Teacher or SENCO, to liaise with outside agencies, where appropriate, in respect of individual children;
10. To assist with general school duties. These may include:
 - a. Setting up classrooms, preparing resources and displays and tidying and clearing away

- b. Supervision of children during playtimes and lunchtimes
- c. Supervision of children entering and leaving school premises

11. To follow and model the school’s individual behaviour and relationships policy.

SUPPORTING THE SCHOOL

At an appropriate level, according to the job role, grade and training received, all employees in HET are expected to:

- Support the vision, ethos and strategic aims of HET and participate in the one team approach, All About the Child, and What About Sam?
- Attend and contribute to staff meetings and training days as required and identify areas of personal practice and experience to develop.
- Take appropriate responsibility for safeguarding and children’s welfare and be aware of confidential issues linked to home/child/teacher/school and keep confidences appropriately.
- Have read and understood all relevant HET and school policies and procedures, including HET whistleblowing policy.
- The post holder at all times, whether or not in the employ of our schools or HET and except where such information is in the public domain maintain the strictest secrecy with regard to the business affairs of our schools or HET and its customers/stakeholders, products and product lists.
- Be aware of health and safety issues and act in accordance with the Health and Safety Policy.
- To liaise with other HET employees, contractors and outside agencies/organisations as appropriate.

OTHER DUTIES

The post holder may be expected to carry out duties other than those given in the job description where the level of responsibility is similar, and they have appropriate qualifications or received appropriate training to carry out these duties.

The postholder must:

- Ensure that trust policies and procedures are implemented and followed;
- Work as appropriate with the Trust Central Services team in matters relating to finance, HR, IT and Health and Safety

This job description may be amended at any time in consultation with the postholder.

Signed (line manager)

Signed (employee)

Dated

POST: TEACHING ASSISTANT – GRADE 6

SKILLS/ ABILITY/ EXPERIENCE	TO DO WHAT?	HOW WELL? NOW OR WITH TRAINING?	HOW IMPORTANT AT THE TIME OF APPOINTMENT?
<u>KNOWLEDGE</u>			
Previous experience of working with/ guiding the learning of children, preferably within a school setting	To take a lead role in learning activities as set and supported by the class teacher	Highly desirable	5
Administrative skills and experience	To help ensure accurate record keeping, monitoring and data collection in respect of pupils' attendance and attainment	Now	4
GCSE Grade C (or equivalent) in English and Maths	To demonstrate a satisfactory level of numeracy and literacy to assist children's learning	Now	5
Qualification to Level 3 NVQ (or equivalent) in a relevant discipline	To provide the theoretical framework and context for responsibilities and duties of a TA	Desirable	4
<u>MENTAL SKILLS</u>			
Ability to observe, monitor and analyse learning and learning outcomes in a practical context	To support the review of pupil performance and attainment through observation, monitoring and feedback to the class teacher.	With training on systems	3
Creative ability		Desirable	2

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SKILLS/ ABILITY/ EXPERIENCE	TO DO WHAT?	HOW WELL? NOW OR WITH TRAINING?	HOW IMPORTANT AT THE TIME OF APPOINTMENT?
<p><u>INITIATIVE & INDEPENDENCE</u></p> <p>Working within established procedures, to use own judgement and initiative</p>	<p>To work alone with individuals or groups of children and to deal with unexpected/unusual situations or problems</p>	<p>With support</p>	<p>4</p>
<p><u>PHYSICAL DEMANDS</u></p> <p>Limited</p>			
<p><u>MENTAL DEMANDS</u></p> <p>Awareness of needs/demands of young children and how they act/react</p> <p>Ability to deal with interruptions and unexpected peaks in workload</p>	<p>To react to children’s needs and demands and to ensure their safety and welfare</p> <p>To cope with situations where several children require attention at the same time</p>	<p>Awareness now</p> <p>Ability now</p>	<p>4</p> <p>4</p>
<p><u>EMOTIONAL DEMANDS</u></p> <p>Ability to work with, support, understand and empathise with children</p>	<p>To work with individuals or groups of children of all abilities (including the very able and those with specific learning difficulties)</p> <p>To work with children who require special/additional support due to physical and / or emotional needs</p>	<p>Ability/aptitude essential now. Training given in specific procedures</p>	<p>5</p>

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SKILLS/ ABILITY/ EXPERIENCE	TO DO WHAT?	HOW WELL? NOW OR WITH TRAINING?	HOW IMPORTANT AT THE TIME OF APPOINTMENT?
<p><u>RESPONSIBILITY FOR PEOPLE</u></p> <p>Understanding of key safeguarding issues and procedures</p>	<p>To ensure correct reporting and monitoring of any safeguarding issues arising across the school</p> <p>To maintain appropriate levels of confidentiality and data security in respect of personal / pupil / colleague information</p>	<p>Good understanding now – training given in specific school procedures</p>	<p>4</p>
<p><u>SUPERVISION</u></p> <p>N/A</p>			
<p><u>FINANCIAL RESPONSIBILITY</u></p> <p>N/A</p>			
<p><u>PHYSICAL RESOURCES</u></p>	<p>Some responsibility for safe and secure storage of materials and resources</p>		