THE MOUNBATTEN SCHOOL

Role Title:	Teaching Assistant (LSA) Level 1 (Generic) Teaching Assistant (LSA) Level 2 (Generic)
Grade:	Level 1 Grade B Level 2 Grade C
Hours	Term Time Only (39 weeks) 30.83 hours per week (8.25am – 3.15pm)
Reports To:	SENCO
Role Purpose: (why the role exists)	To work in partnership with the teacher to foster effective participation of students in the social and academic processes of the school. Where required works with small group or on a one-to-one basis for intervention. The person appointed will work as a member of the Learning Support team offering support for individual and small groups of students in the classroom in a variety of subject areas under the direction of the subject teacher. The Teaching Assistant may be asked to support students with a variety of special needs, including those with a physical disability, learning difficulties and, at times, those students with emotional/behavioural/social problems.

GENERAL STATEMENT

To represent The Mountbatten School in a positive manner and to treat all visitors with respect, courtesy, and consideration, to ensure that every effort is made to satisfy reasonable requirements and assist in the maintenance of an attractive welcoming campus.

To carry out duties correctly and promptly in a good working atmosphere and to assist in the creation of a safer environment by adhering to Health and Safety Regulations and agreed Codes of Practice for school employees. Attendance at training courses may be required as part of professional updating.

DATA PROTECTION STATEMENT

All staff have a responsibility to handle personal data in accordance with UK GDPR, the Data Protection Act 2018, and the school's data protection policies. This includes processing personal data only for legitimate purposes relevant to your role, maintaining strict confidentiality of any sensitive information you encounter, ensuring information is stored securely and accessed only on a need-to-know basis, and following appropriate procedures when sharing data with colleagues, parents, or external organisations. Support staff must report any data breaches, security concerns, or requests for information immediately to the Data Protection Officer or line manager. All support staff must complete mandatory data protection training and adhere to all guidance provided to safeguard the privacy and rights of students, colleagues, and the wider school community.

ROLE REQUIREMENTS
The most significant responsibilities of the role. Accountability statements are key functions of the role which in combination make up the main purpose.

LEVEL 1 Accountabilities	LEVEL 1 Accountability Statements
Standards	• Meet the TA Standards
Support for students	• Working with individual or groups of children, assist in ensuring students are kept on task and complete activities set by teachers • Deal with behavioural and special needs issues in conjunction with the teacher • Deliver intervention on a one-to-one or small group basis
Support for teachers	• Support the teacher in delivering lesson plans by helping adapt activities and resources to meet learning outcomes and individual student needs • Provide feedback to students in conjunction with the class teacher • Provide feedback to the teacher on student progress
Support for curriculum	• Assist the teacher with testing and assessment • Review progress of students against learning outcomes
Support for the school	• Implement school policies • Detect signs of behavioural issues • Work with outside agencies • Feedback to the LS team on faculty SEN agenda and needs
Corporate and statutory initiatives - equalities/health and safety/e-government/ sustainability	• Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace

LEVEL 2 Accountabilities	LEVEL 2 Accountability Statements
Standards	• Meet the TA Standards
Support for students	• Working with individual or groups of children, assist in ensuring students are kept on task and complete activities set by teachers • Deal with behavioural and special needs issues in conjunction with the teacher • Deliver intervention on a one to one or small group basis

Support for teachers	• Support the teacher in delivering lesson plans by helping adapt activities and resources to meet learning outcomes and individual student needs • Take small class or small group of students for defined activities e.g. reading, in the presence of a class teacher • Support the teacher in the adaptation of resources
Support for curriculum	• Support teachers in delivering the content and aims of the lesson. • Support and work with teacher in testing / assessment • Support the teacher in reviewing progress of students against learning outcomes
Support for the school	• Carry specific specialist responsibility and support other staff in this area when needed • In conjunction with teacher, liaise with parents on student progress • Feedback to the LS team on faculty SEN agenda and needs
Corporate and statutory initiatives - equalities/health and safety/e-government/ sustainability	• Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace
	Such other duties as may reasonably be allocated by the Executive Headteacher or other delegated officers within the purview of the post. This is not a definitive list of roles for this post. It is a guide and will be reviewed on an annual basis. Amendments can occur at any time in consultation with the post holder

Necessary role-related knowledge, skills and experience at selection
LEVEL 1 • Empathy with students and sympathetic to their needs • Basic literacy and numeracy skills • Good communication skills and able to clarify and explain instructions clearly • Professionally discrete and able to respect confidentiality on particular issues • Well-developed interpersonal skills and sense of humour enabling effective relationships with a variety of different people • Team Worker **LEVEL 2** • Empathy with students and sympathetic to their needs • Basic literacy and numeracy skills • Experience of working with SEND students in an educational setting • Good communication skills and able to clarify and explain instructions clearly

- Professionally discrete and able to respect confidentiality on particular issues

- Well developed interpersonal skills and sense of humour enabling effective relationships with a variety of different people

- Team Worker

Operationally effective in role is demonstrated by:

- Ability to meet TA standards

- Firm, sensitive and effective approach towards student discipline

- Good organisational ability

- Able to work at an advanced level with the teacher in planning and delivery of teaching activities (including those defined in Individual Education Plans)

- Able to monitor and record student progress

- Ability to deliver interventions

- Competent in working with group of students without direct supervision from the teacher

- Ability to apply knowledge and skills from training in practical classroom context

- Flexible in relation to tasks undertaken and groups/children allocated

- Ability to motivate and encourage children appropriately

- Ability to work independently and with initiative

- Ability to establish and maintain good relationships and rapport with other colleagues in the school and external contacts (e.g. parents, education psychologist, speech therapist)

Context/additional information

- There is a multi-role aspect to this job in that the expertise of the postholder will affect the depth and range of support the class teacher can expect

- It has a high confidentiality component and needs to hold the trust and confidence of both the students and teachers. It may acquire information on child protection/family sensitive issues which must be treated carefully and appropriately

- The size and type of school will be a factor in determining how the role operates as will the physical site of the school

NOTES

- The School and site are open between the hours of 7.00 am and 10.00 pm and support staff may occasionally be requested to carry out their duties during these hours in order to meet the operational needs of the school. Those staff who may be asked to work outside these times will have a note to that effect in their job description.

- Hours of work/designated lunch times may be subject to change for operational reasons.

- All applications for leave of absence, claims for additional hours, changes to published hours of working, etc. should be agreed by the line manager and processed via the Head of HR.

- A term time contract is for 39 weeks. Support staff are required to take their own holiday during the school holiday periods.

- If there are exceptional cases where time off is granted in term time it will either be as:

  a) Unpaid leave, or;

  b) time made up in lieu (by negotiation).

- There are other occasions when the Headteacher may grant leave (either unpaid or in lieu) for:

  a. Overtime which has been worked by agreement with the Headteacher/Director of Business Services.

  b. Attending a special event e.g. graduation.

FLEXIBILITY STATEMENT

The content of this Job Description represents an outline of the post only and is therefore not a precise catalogue of duties and responsibilities. The Job Description is therefore intended to be flexible and is subject to review and amendment in the light of changing circumstances, following consultation with the post holder.

APPRAISAL

All support staff undertake an annual Appraisal in line with school policy and practice.

Date Prepared: 20 October 2021

Prepared By: Chris Martin (Deputy Headteacher)

Date Reviewed: 06 November 2025

Reviewed by: Samantha Whitfield (Acting AHT)