Catherington Church of England Infant School

Teaching Assistant Job Description

Reports to: Headteacher

Liaises with: Class Teachers and Learning Support Assistants

Inclusion Leader (SENCo)

Main Purpose: **To promote high standards of achievement for all pupils**

**To promote inclusion and support pupils with additional needs**

This job description recognises the requirements of the LSA1 Role Profile and also reflects  
our School Trust Deed, Instrument of Government, Vision, Strategic Plans and Policies.

Support for pupils:

* To promote positive attitudes to learning for all pupils
* To promote learning and progress for individuals and groups of pupils
* To provide learning feedback to pupils verbally and through developmental marking
* To monitor and record pupil progress including through the observation of learning behaviours
* To establish positive relationships with all pupils
* To support pupils’ individual objectives and targets including those defined in EHCPs and IEPs
* To promote positive behaviour choices in class and throughout the school
* To plan, deliver and evaluate intervention programmes to accelerate learning and progress  
  These may include but are not limited to interventions for speech and language, emotional literacy, physical disability and specific learning difficulties including resource adaptation and pre/post tutoring
* To create learning resources for individuals and groups of pupils in order to support their learning and progress
* To promote the effective transfer of learning strategies developed through interventions into class contexts

Support for the school:

* To provide feedback to teachers on pupils’ learning and progress
* To support the effective delivery of EHCPs and IEPs through collaboration with class teachers, other LSAs and the SENCo - Intervention
* To provide specialist support to other staff relating to the intervention programmes used with pupils
* To actively engage in school improvement work and professional development in order to secure high standards and consistency in professional practice
* To establish positive relationships with all staff and the wider school community
* To promote the efficient and effective management of learning environments to ensure they meet the needs of the curriculum and health and safety regulations
* To promote effective communication among and between staff groups
* To work both collaboratively and independently using initiative
* To respond flexibly to the needs of pupils and the school
* To be an excellent role model particularly in relation to the school’s vision, attitudes to learning and formal spoken language
* To manage own workload and that of others to promote an appropriate work/life balance