Job Description

Details of Post

- Title: Teaching Assistant (Level 3)
- Federation The Blue Hills Federation
- Reporting to: The Executive Headteacher
- Main Workplace: Newcastle CE Primary School
- Grade and SCP: Grade 6 (SCP 8-11)

The school is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment. All appointments are subject to an enhanced Disclosure and Barring Service (DBS) check.

All support staff posts are subject to the Asylum and Immigration requirements

Purpose of Post

Working under the guidance of the teaching staff and nominated teaching assistants and within an agreed system of supervision, to support access to learning for pupils and to assist the teacher in the management of pupils and the classroom, including support for individual Education Health Care Plans (EHCP's). This could include those requiring detailed and specialist knowledge in particular areas, and those who need particular help to overcome barriers to learning. Work with pupils will be carried out in or out of the classroom.

Assistance will be provided to teachers over the whole planning cycle, and with the management and preparation of equipment and resources. In addition, the professional work of teachers will be complemented by taking responsibility for specific learning activities under an agreed system of supervision.

Additionally, may also occasionally supervise whole classes during the short-term absence of teachers, the primary focus being to maintain good order and keep pupils on task by responding to questions and assisting pupils to undertake set activities.

Principal Duties and Responsibilities

1. Support for pupils

- Attend to pupils' personal needs and assist with the development and implementation of Individual Education / Behaviour / Support / Mentoring Plans and Personal Care Programmes / strategies.
- Supervise and support pupils, including those with special needs and those excluded from, or otherwise not working to, a normal timetable, ensuring their safety and access to learning.
- Establish constructive relationships with pupils and interact with them according to individual needs.
- Promote the inclusion and acceptance of all pupils.
- Encourage pupils to interact and work co-operatively with others and engage in learning activities.

- Set challenging and demanding expectations and promote self – esteem and independence.
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
- Use specialist skills / training / experience to support pupils.
- Provide pastoral support to pupils, and assist in their social, health, and hygiene development.
- Develop 1:1 mentoring arrangement with pupils and provide support for distressed pupils.
- Promote the speedy / effective transfer of pupils across phases / integration of those who have been absent.
- Provide information and advice to enable pupils to make choices about their own learning / behaviour / attendance.

2. Support for the teacher

- Work with the teacher in lesson planning, evaluating, and adjusting lessons / work plans as appropriate.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Prepare the classroom as directed for lessons and clear afterwards. Assist with the display of pupil's work.
- Ensure the timely and accurate design, preparation, and use of specialist equipment / resources / materials.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre–determined learning objectives.
- Provide the teacher with objective and accurate feedback and reports as required, on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems / records as requested.
- Administer and assess routine tests, invigilate exams, undertake routine marking of pupils' work, and accurately record achievement / progress.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Establish constructive relationships with parents / carers as agreed with the teacher, exchanging information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.
- Provide general clerical / admin support e.g. dealing with correspondence, analysing data on attendance / exclusions etc. administering coursework, producing worksheets for agreed activities, photocopying, typing, filing etc.
- Assist in the development, implementation, and monitoring of systems related to attendance and integration.
- Liaise with feeder schools and other relevant bodies to gather pupil information.
- Contribute to the development and implementation of appropriate behaviour management strategies.

3. Support for the curriculum

- Support pupils in understanding instructions.
- Implement structured and agreed learning activities / teaching programmes, adjusting activities according to pupil responses.
- Implement local and national learning strategies e.g. literacy, numeracy, KS3, early years etc. as directed by the teachers.
- Support pupils in using ICT and develop pupils' competence and independence in its use.

- Determine the need for, prepare and maintain equipment / resources as directed by the teacher, and assist pupils in their use.
- Monitor and manage stock within an agreed budget, cataloguing resources and undertaking audits as required.
- Be aware of and appreciate a range of activities, courses, organisations, and individuals to provide support for pupils to broaden and enrich their learning.

4. Support for the school

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure that pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos / work / aims of the school.
- To maintain constructive relationships and communicate with other agencies / professionals, in liaison with the teacher, to support the achievement and progress of the pupils.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- Implement planned supervision of pupils out of school hours.
- Accompany teaching staff and pupils, as appropriate, on visits, trips, and out of school activities, and take responsibility for a group under the supervision of a teacher.

5. Other Responsibilities

- Be aware of and comply with all school policies and procedures
- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required.

6. Safeguarding

- Be aware of and comply with safeguarding responsibilities as outlined in the school's Staff Code of Conduct and related policies and procedures. This may include reference to in the Shropshire Career Pathway Safeguarding JD for school staff.

7. Data Protection and other statutory responsibilities

- Be aware of and comply with data protection responsibilities as outlined in the school's Staff Code of Conduct and related policies and procedures. This may include reference to Shropshire Career Pathway Data Protection JD for school staff.

8. Other Duties

- Any other duties that the Headteacher, EHT/ CEO/ Governing Body/ Trustees feel is commensurate with the post. Whilst every effort is made to explain the main duties and responsibilities of the post each individual task undertaken may not be identified.

9. Review and Signatures

- This job description is subject to review by the Headteacher/EHT/ CEO/ Governing Body/ Trustees in negotiation with the post holder at any time. However, an annual review of this job description and allocation of responsibilities will take place as part of agreed performance management arrangements.

Job Description and Personal Specification agreed by:

Post holder: ……

Signed: …… Date: …….

Name of line manager: ……..

Signed: …… Date: …….