

JOB DESCRIPTION

Teaching Assistant

PLACE OF WORK: Galley Hill Primary School		GRADE
1.	MAIN PURPOSE OF JOB	
	To work in partnership with teaching staff in the school, undertaking work, care and support programmes which enable access to learning for pupils and to assist the teacher in the management of pupils.	
2.	KEY TASKS	
	i.	Work under the direction of the class teacher, SENCO or a member of the School's Management Team to carry out work and tasks set by the teacher. Works with individual pupils or small groups of pupils as directed by the teacher and under the teacher's guidance to implement and deliver programmes of work.
	ii.	Undertake work pre-planned by the teacher, but will be expected to use own initiative to enable pupils to access the learning activity by application of specific skills, knowledge and experience with and of the pupils within the guidelines set by the teacher.
	iii.	Carry out work planned and prepared by the teacher and in accordance with the teacher's instructions. May be required to adapt work/activities as directed by the teacher.
	iv.	Assist the teacher and work as directed in preparing the classroom and resources for planned work to take place. May involve adapting work and activities as directed by the teacher.
	v.	Assist with assessment and monitoring of pupil progress by providing feedback to the teacher on pupils' achievements, progress and problems.
	vi.	Assist with record keeping on pupil progress as directed by the teacher.
	vii.	Work with other adults involved in the education process as directed by the teacher.
	viii.	Involvement in meetings with other staff, external professionals and parents regarding pupils in a support capacity to the teacher, who will normally lead on such matters.
	ix.	Support colleagues across the school staff as directed by the teacher, SENCO or Management Team by applying any specific skills, experience and knowledge in relation to pupils and the curriculum, including routine administrative and clerical tasks.

x.	Accompany other staff on school visits and in other activities outside of the classroom, taking responsibility for specific pupils or small groups as directed by the teacher.
xi.	Follow all school and Trust policies and procedures, in particular related to health and safety, child protection, behaviour management, inclusion, equalities Policy and Data Protection Policy.
xii.	Participate as required in the Academy's performance management and supervision systems and take part in appropriate training and development activities.
xii.	Within usual work, make appropriate use of ICT and adhere to policies relating to it, in line with the school's systems of working.
xiv .	May be given specific areas of responsibility within the school that are appropriate to specific skills, knowledge and experience, for example in maintaining curriculum resources in a given subject area, preparing displays etc.
xv.	Contribute to the overall ethos, work and aims of the academy.
xvi .	Have a flexible and proactive approach to ensure the needs of the children are being met with the support of the team.
xvii .	Undertake relevant training and be prepared to attend some training courses out of contracted hours which would be recompensed.
xvii i.	Any other duties commensurate to the level of the post.
3.	SUPERVISION / MANAGEMENT OF PEOPLE - none
4.	<p>MAIN CONTACTS & RELATIONSHIPS</p> <p>Internal: School staff, particularly in relevant Key Stage/ Phase.</p> <p>External: Communication with parents and other stakeholders, usually on an informal basis.</p>

PERSON SPECIFICATION Teaching Assistant

5.	<p>KNOWLEDGE AND QUALIFICATIONS</p> <p>Essential, i.e. the postholder must have:</p> <ul style="list-style-type: none"> • Minimum level 2 literacy and numeracy qualification • Competent user of IT • Good knowledge of normal child development and children's personal development needs • Knowledge of strategies which promote good behaviour and discipline • Knowledge of school policies relating to health and safety, behaviour, equal opportunities and child protection <p>Desirable, i.e. the postholder would ideally have:</p> <ul style="list-style-type: none"> • Relevant qualification in child development or commitment to undertaking this training within first two years of appointment
6.	<p>EXPERIENCE</p> <p>Essential, i.e. the postholder must have:</p> <ul style="list-style-type: none"> • Experience of working with children in a supportive capacity • Experience of making adjustments to planned activities in order to enable a pupil to access the curriculum fully and make progress and discusses these with class teacher <p>Desirable, i.e. the postholder would ideally have:</p> <ul style="list-style-type: none"> • Experience of working in a team
7.	<p>SKILLS AND PERSONAL QUALITIES</p> <p>Essential, i.e. the postholder must have:</p> <ul style="list-style-type: none"> • Good verbal communication skills, particularly for communicating with pupils, teachers and others in school, but also for liaising with parents and relevant others where required • Strong time management and organisational skills • Ability to participate fully in planned physical interventions, in pupil personal care routines and in moving and handling pupils with physical disabilities safely, using appropriate mechanical and other lifting devices, following recognised procedures. • Resilience in the face of challenging pupil behaviour • Able to take appropriate action to meet pupils' needs as they arise to avoid undue physical or mental stress. • Able to contribute to the planning and review of the differentiated curriculum and individual education plans/individual behaviour plans. • Able to participate in the design of classroom and school displays. • Able to work well as part of a team.