



3 DESCRIPTION 2020-21

Post Title: TEACHING ASSISTANT-GENERAL (LEVEL 1)	Director/Service/Sector : Children's Services		Office Use
Band: 2	Workplace: Felton C of E Primary School		JE ref:
Responsible to: SENIOR TA and HT	Date:	Manager Level:	HRMS ref:
Job Purpose: To work under the direct supervision of teaching/senior staff, usually in a classroom with a teacher, to support access to learning for pupils and provide general support to the teacher in the management of pupils in the classroom			
Resources	Staff	None	
	Finance	Collecting Money	
	Physical	School and Classroom Resources	
	Clients	Teachers, Groups of Children	
Duties and key result areas:			
Support for Pupils			
<ol style="list-style-type: none">1. Attend to the personal needs of pupils including the implementation of personal learning programmes that may include social, health, physical, hygiene and welfare objectives.2. Supervise and support children in their access of learning.3. Establish good relationships with pupils, acting as a role model and responding to the needs of each individual child.4. To actively promote inclusive practice within the classroom setting to ensure acceptance of all children.5. Encourage children to play and interact with one another.6. Encourage children to engage in, and participate in learning activities lead by the class teacher.7. To encourage children to act independently as appropriate			
Support for the Teacher			
<ol style="list-style-type: none">1. As directed by the class teacher:<ul style="list-style-type: none">• Prepare the classroom prior to a lesson• Clear up after a lesson• Assist with the display of pupils' work• Maintain and support the development of the learning environment so that is a tidy, organised and stimulating place to learn which reflects our shared high expectations.			

2. Report to the classroom teacher, using agreed formats, on:

- Pupil problems
- Pupil progress
- Pupil achievements

3. Undertake the maintenance of pupils records as directed by the class teacher and as detailed in the school's teaching and learning policy

4. Support the teacher in the management of pupil behaviour.

5. Gather information from parents and carers as directed by the class teacher.

6. Provide information to parents and carers as directed by the class teacher

7. Provide the classroom teacher with clerical and admin support, particularly:

- Undertaking bulk photocopying
- Word processing
- Filing
- Collecting money

Support for the Curriculum

1. Help pupils to understand instructions

2. Support pupil learning with respect to all of the local and national learning strategies and the school

3. Support pupils in their use of ICT as directed by the class teacher

4. Prepare and maintain equipment and resources as directed by the class teacher.

Support for the School

Safeguarding

Everyone who works at Felton C of E Primary School has the responsibility for promoting the safeguarding and welfare of children and demonstrates their commitment to this by:

- Following school policy and procedures for safeguarding
- Being aware of the signs and symptoms of abuse
- Reporting all causes for concern to the DSL

- Carrying out the necessary risk assessments to ensure the safety of all pupils in the school learning environment both indoor and outdoor
- Attending appropriate CPD as required

Comply with all school policies relating to:

- Health and Safety
- Equal Opportunities
- Child Protection
- Confidentiality and data protection
- Teaching and learning

2. Work in such a way that you promote the ethos and vision of the school.

- To work towards our shared vision of '***An inspirational and nurturing Primary School where high aspirations and dedication to the development of the whole child secure the best possible academic and personal outcomes for all pupils***'
- To demonstrate a commitment to our Ethos and Christian Values, which underpin our shared school Vision, are distilled into a phrase of just 3 words:

Loving, Learning, Living

'**Loving, Learning, Living**' shapes a lens through which we can reflect on everything we do in school, helping us to remember our priorities and focus on who and what is important.

Loving God, ourselves, each other and being thankful and reverent about the world around us

Learning from all our experiences, good and bad, to gain the endurance, wisdom and humility to become our best selves

Living together in peace, friendship, trust and forgiveness, with the belief and compassion to enable everyone in our school to flourish and thrive

3. Participate in training and development and activities that contribute to the management of performance.
4. Assist with the management of pupils outside the classroom e.g. lunch times and outside the school e.g. school trips as directed by the class teacher and member of the school's management.
5. To undertake other duties and responsibilities as required commensurate with the grade of the post –

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Work Arrangements

Transport requirements:

None

Working patterns:

Four days a week – Monday to Thursday 24 hours

Working conditions:

Mainly indoors

PERSON SPECIFICATION

Post Title: TEACHING ASSISTANT-GENERAL (LEVEL 1)		Director/Service/Sector: Children’s Services		Ref:	
Essential		Desirable			Assess by
Knowledge and Qualifications					
Good numeracy and literacy skills;		Completion of DfES Teaching Assistant Induction Programme;			(a), (i), (t)
Experience					
Working with or caring for children of the relevant age		Basic clerical duties Working as a member of a team			(a)
Skills and competencies					
Appropriate First aid knowledge; Basic ICT skills Basic office skills: <ul style="list-style-type: none">• Photocopying• Filing Can relate well to both children and adults Can work as a member of a team		CLAIT Level 1 Current restraint techniques			(a), (r)
Physical, mental and emotional demands					
Other					
Willingness to participate in training and personal development					(i)

