Profile Title and Grade

Teaching Assistant Band 5

Possible local job titles

Classroom Assistant, Teaching Assistant, Learning Assistant

Purpose of the role

To work with teachers to support teaching and learning by working with individuals and/or small groups of pupils, adjusting activities within set parameters under the direction, guidance and supervision of teaching staff. n.b. roles at this level do not deliver 'specified work' as defined by the Education Act 2002

Responsibilities

To provide teaching and learning support to individuals and/or groups of pupils in the learning environment.

Working under the direct supervision and guidance of a teacher:

- Assisting in the preparation of work and other activities for pupils in accordance with objectives set by teaching staff.
- Implement planned learning activities and teaching programmes as defined by the teacher adjusting activities within set parameters according to the pupils responses
- Participate in the evaluation of learning activities with teaching staff providing verbal and written feedback on pupils' progress, development and attainment, including providing written and verbal feedback on observations undertaken.
- Working with individual pupils and/or groups of pupils on targets and assisting pupils to meet learning objectives.
- Provide feedback to pupils in relation to attainment and progress under the guidance of a teacher
- Support learning by arranging/providing resources for lessons/activities under the direction of the teacher
- Support pupils in emotional and social well-being, reporting problems to the teacher as appropriate
- Within defined parameters and guidelines, share information concerning pupils with staff, parents/carers/guardians, internal and external agencies as appropriate.
- Support independent learning and the inclusion of all pupils
- Support the raising of educational aspiration in all pupil/parent contact
- Support pupils using IT in their learning activities and develop pupils' competence, confidence and independence in its use.
- Assist in the creation of individual development plans as required by teaching staff
- Support the work of volunteers and other support staff in the setting
- Select, prepare and clear up materials used in the learning environment ensuring that they are available for use as directed by the teacher, including photocopying, filing and the presentation and display of the pupils work
- Support pupils in their social, emotional and personal development
- It is an expectation of the role that jobholders will engage with all pupils as directed by the school in line with the overall goals of the school and the needs of all pupils.
- Promote high standards of behaviour, employ effective de-escalation strategies and where necessary, exercise appropriate physical intervention

Teaching Assistants in this role may also;

- Record basic pupil data
- Support children's learning through play
- Assist with break-time supervision including facilitating games and activities

 Assist with escorting pupils on educational visits
 Invigilate exams and tests
 Assist pupils with eating, dressing and hygiene as required while encouraging independence
 Work with individual pupils with special educational needs
 Work with pupils for whom English is not their first language
 Monitor and manage stock and supplies for the classroom

Indicative Knowledge, Skills, Experience

• Working at or towards national occupational standards (NOS) in supporting Teaching and Learning (core and relevant optional units as required reflected in the NVQ2 and Level 2 Certificate in Supporting Teaching and Learning on the Qualification and Credit Framework (QCF) framework or equivalent experience.
 Awareness of policy, procedures and legislation relating to child protection and health and safety

Professional Standards for Teaching and Learning Support Staff
All Support Staff engaged in teaching and learning should adhere to, and uphold, the following standards;
Personal and professional conduct

- Uphold the ethos, policies and practices of the school
- Through positive attitude, values and behaviours, develop and sustain effective relationships within the school family
- Have due regard for the need to safeguard pupil well-being by following relevant statutory guidance in addition to school policy and practice
- Recognise differences and respect cultural diversity
- Ongoing commitment to practice development through self-evaluation and awareness

Knowledge and understanding

- Be willing to acquire the appropriate skills/qualifications/experience required for the role
- Demonstrate expertise and skill in understanding the needs of all pupils, and know how to adapt and deliver support to meet individual needs setting high expectations in doing so.
- Increase personal effectiveness in the setting through reflective practice and ongoing CPD ensuring that knowledge and understanding are current in doing so
- Support teachers and pupils in achieving positive outcomes through the maintenance of a level of subject and curriculum knowledge relevant to the role
- Understand the role and responsibilities within the learning setting and whole school context in the knowledge that those responsibilities extend beyond a direct support role

Teaching and learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase levels of pupil achievement
- Promote, support and facilitate inclusion by encouraging participation of all pupils in all learning and extra-curricular activities
- In line with school policy and procedure, consistently apply effective behaviour management strategies
- Contribute to effective assessment and planning by monitoring, recording and reporting pupil progress
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning
- Through organising and managing physical learning space and resources, support the

maintenance of a stimulating and safe learning environment

Working with others

- Through effective liaison, communication and partnership working, recognise, value and respect the role and contribution of other professionals, parents and carers
- Keep other professionals accurately informed of progress or concerns they may have about pupils that they work with
- Through an appreciation of the role and responsibilities, work in partnership with classroom teachers and colleagues by ensuring that their knowledge is able to inform planning and decision making
- Communicate specialist understanding to other school staff and education professionals to facilitate consistent decision making on intervention and provision

School Ethos

- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Develop constructive relationships and communicate with other agencies/professionals where appropriate to the role.
- Attending meetings and liaising and communicating with colleagues in school and parents/carers.
- Share expertise and skills with others.
- 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.
- Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.
- To be aware of requirements in respect of confidentiality, child protection procedures, health and safety, behaviour management, equal opportunities, special educational needs and other policies of the governing body and/or local education authority.
- As and when required as directed by teaching staff, to escort pupils home with an appropriate colleague.
- Be an effective role model for pupils by demonstrating and promoting the positive values, attitudes and behaviour expected from pupils.
- Carrying out tasks for the domestic care and general welfare of pupils in respect of toileting, at meal times and changing using specialist equipment where necessary.