



Job Description

Teaching Assistant

The role and job of a Teaching Assistant can vary from day to day, week to week depending on the needs of the child, class and school. As part of the role Teaching Assistants should be able to;

- Cover a class for a short, or if willing, extended period of time if a teacher has to attend a meeting, course or is absent.
- Be able to step in to any other Teaching Assistants' role especially if cover is required for any pupil with an EHCP/statement or significant need.
- Be able to work in any year group within the school and support pupils in every lesson/subject.
- Be able to support the teachers during lessons, in class and in particular when Teacher Time is occurring.
- Be able to support and work with pupils in PE lessons.
- Be prepared to undertake swimming training and so be responsible for a small group of pupils in the pool.
- Be able to support teachers in any emergency procedures – clearing shared areas, checking toilets, supervising pupils if evacuating and supporting staff in walking children to place of evacuation.
- Be able to go on any school visit scheduled for a day/time that they are with the relevant class or year group.
- Be able to attend to the pupils on the playground who are injured and may need support.

Main Functions

1. To aid pupils to learn as effectively as possible both in group situations and on their own by, for example: clarifying and explaining instructions
2. Monitoring and assessing pupils during group and whole class situations
3. Ensuring the pupil(s) is able to use equipment and materials provided
4. Motivating and encouraging the pupil(s) as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs
5. Assisting in weaker areas, e.g. speech and language, behaviour, reading, spelling, numeracy, handwriting/presentation etc
6. Using praise, commentary and assistance to encourage the pupil to concentrate and stay on task

7. Liaising with class teacher, SENDCO and other professionals about provision maps), contributing to the planning as appropriate
8. Providing additional nurture to individuals when requested by the class teacher or SENDCO
9. Consistently and effectively implementing agreed behaviour management strategies
10. Helping to make appropriate resources to support the pupil(s)
11. Meeting pupils' physical needs while encouraging independence e.g. help pupils to change for PE lessons or swimming, clean and reassure pupils after accidental soiling of clothes, help with mobility around the school
12. To lead Read Write Inc lessons or Fresh Start lessons depending on age of children
13. To establish supportive relationships with the pupil(s) concerned
14. To promote the acceptance and inclusion of the pupil(s) with SEND, encouraging pupils to interact with each other in an appropriate and acceptable manner
15. Monitor the pupil's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
16. Give the pupil(s) feedback on achievements in order to reinforce and develop self reliance and self esteem, including marking children's work
17. To support the pupil(s) in developing social skills both in and out of the classroom
18. To support the use of ICT in learning activities
19. To provide regular feedback on the pupil(s)' learning (including any interventions being delivered) behaviour to the teacher/SENDCO, including feedback on the effectiveness of the behaviour strategies adopted
20. Under the direction of the teacher, carry out and report on systematic observations of pupils to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about their stage of development
21. When working with a group of pupils, understand and use group dynamics to promote group effectiveness and support group and individual performance
22. To use the school's system for recording progress

23. Where appropriate, to know and apply positive handling techniques
24. To prepare work and activities in advance of the lesson (within employed hours) e.g. operating AVA equipment as required i.e. photocopier, laminator, making books, labels, signs and undertaking practical tasks to maintain a good standard of classroom appearance. This includes being able to use the school network save work on, print out resources and use it to help day to day work.
25. To use their email as a means to keep up to date with information being sent out by the class teacher and member of SLT.
26. To know and apply school policies on Child Protection, Health and Safety, Behaviour, Teaching and Learning, Equal Opportunities etc
27. Where appropriate to develop a relationship to foster links between home and school, and to keep the school informed of relevant information
28. To be aware of confidential issues linked to home/pupil/teacher/school
29. To contribute towards reviews of pupil(s)' progress as appropriate
30. To comply with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment
31. To take part in training activities offered by the school and the county to further knowledge (within employed hours)
32. To be willing to support playground/break time supervision e.g. educational games, homework clubs etc (within employed hours)
33. To accompany teacher and pupils on educational visits
34. To carry out the above duties in accordance with the Children's Services Equal Opportunities Policy.
35. When necessary work as individual support with children who a statement of special educational needs.
36. To be deployed where directed by the SLT or class teacher and understand that allocated classes/year groups/1:1 roles may change with little or notice.

When assigned to a pupil with a statement of educational needs;

37. Work closely with the SENDCo and any external support agencies that provide information and support for the pupil
38. Implement, monitor and feedback to class teacher, external support (OT/SALT) about support programmes for the pupil
39. Attend annual reviews, provide information for any written reports that maybe required

40. Attend any training that is required so that the child's needs can be fully met

This job description sets out the duties of the post at the time it was drawn up. The post holder may be required from time to time to undertake other duties within the school as may be reasonable expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post.