



CHESWOOD JUNIOR SCHOOL

Teaching Assistant Job Description

Person Specification



Specific Post Requirements

Pay scale: GR3 - Point 3

Temporary:

Essential

- Undertake enhanced Disclosure and Barring Service checks.
- Hold GCE O Level or GCSE English or Maths Grade C or above (or equivalent NVQ/BTEC).
- To commit to working from 8.45 Monday to Friday for term of contract.
- Have had experience of specific training in working with children who have difficulties with emotional regulation.
- Good communication skills, written and oral, e.g. able to write legibly and compose short feedback reports for other colleagues.
- Be efficient and effective when undertaking tasks.
- Be highly motivated and able to act on own initiative.
- Ability to prioritise and manage workflow, whilst remaining flexible to respond to urgent requests.
- Ability to take direction and undertake specific requests as directed.
- To have recent experience working or volunteering with children in a learning or community context e.g. cubs, brownies, swimming groups etc.
- Hold a competent practical understanding and application of IT e.g. word processing, email

Desirable

- Hold GCE O Level or GCSE English and Maths Grade C or above.
- Recent successful experience of a teaching assistant or learning support assistant role.
- To have successfully completed or be currently in the process of undertaking an NVQ in a field related to supporting children's learning.
- Must be able to fully support the school vision throughout their appointment:



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At Chesswood Junior School we will inspire our whole school community to enjoy their learning adventure and have fun along the way. We will ignite a passion for learning throughout the school community; securing excellence, empathy and equality in all that we do.

In order to achieve our vision and maintain a positive inclusive culture all members of our community must agree to promote the following values with children and adults alike – they are of fundamental importance:

- **Acceptance and freedom** – *allowing others to express thoughts, actions and feelings positively.*
- **Honest, open and frequent communication** – *listening, understanding, discussing and confronting.*
- **Inclusion and equity** – *Empowerment and involvement of members of the school community.*
- **A compassionate community** – *caring, empathy, collaboration and co-operation.*
- **A positive reality** – *solution focussed, ‘looking on the bright side’*
- **Personal responsibilities** – *personal professionalism, assertiveness, commitment, confidentiality, responsibility and accountability.*
- **A shared purpose** – *vision, mission, aims and objectives; know and tangibly support them*
- **Acknowledgement of others** – *achievements, ideas and efforts of others*
- **Team work** – *shared trust, collaboration, respecting the agreed decision making process.*



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Job Title	Teaching Assistant
Reports To	Year Leader
Responsible For	No Line Management Responsibility
Evaluated Grade	Grade 3
Date of Job Profile Review	April 2019

Job Purpose

Teaching Assistants (TAs) provide essential support to individual children. Support is often guided by Pupil Passports (PPs) or Pastoral Support Plans (PSPs). PPs and PSPs detail specific support a child requires to make the greatest possible progress against a set of targets linked to a child's need. With the support of the class teacher and/or HLTA, a TA will deliver the PPs for designated children either individually or as a group. TA duties are not restricted to pupils with Special Educational Needs (SEN). A TA may be required to lead high quality teaching interventions or support any given set of pupils, although it is not normal to support more than 8 at any given time.

Principle Accountabilities

The principal accountabilities are as set out below. The tasks under each section serve to indicate the range of duties involved. **Duties detailed are not exhaustive and should be used to guide work priorities.** They may be added to, at any time, within the course of any employment to ensure the job description meets the current reality, demands and expectations of the post; alongside the ever changing landscape of education. Any employee subject to this job profile will be expected to undertake any and all new aspects willingly and flexibly, in line with the broad nature of this work. An individual will ensure the role is consistently performed efficiently and effectively thus providing a good use of public money. Continuing to apply for this post using this job description is a tacit agreement by an individual that they expect and welcome change to this job description over time.

Many of the areas below are supported by detailed policy and guidance to provide class teachers with a good understanding of processes and protocols at Chesswood Junior School e.g. behaviour policy, learning and teaching policy etc. It is expected that staff members will fully support and implement such policies consistently whilst employed at Chesswood Junior School. Continuing to apply for this post using this job description is a tacit agreement by an individual that they will fully support all school policies once ratified by the governing body.

The performance management and pay policies will use the accountabilities below as a foundation for setting out priorities for each staff member relative to their current experience and performance.

1. Educational and social development of pupils	60%
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Overview: Assist in the educational and social development of pupils under the direction and guidance of the head teacher, SENCO and class teachers

Tasks

- Provide active support for learning activities working with the teacher to plan what you will do, when, how and with which pupils. Where required providing written assessments and review meetings which contribute towards an overall Teacher Assessment or review of provision.
- Know and understand all aspects of each child's PP, for whom you are responsible and



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play a proactive role in supporting each child in meeting their targets

- Develop resources for a specific purpose, where appropriate.
- Maintain up to date records (written or electronic) for pupil behaviour/ progress/ concerns/ achievements on whichever system required by the SENCO and written in the PP/PSP.
- Contribute relevant written information to an SEN review meeting which may lead to the creation of a PP or the review of an existing PP.
- Participate in training for any new initiatives that are relevant to supporting children on the Code of Practice or who require support to access the curriculum appropriate for their age.
- To attend to pupils' personal requirements and physical care on a daily basis while encouraging independence at all times. This may include, under exceptional circumstances, intimate care for an individual child.
- We do have children with severe and complex needs and in a very small number of cases they may well present a physical threat to staff including hitting, kicking, pulling, spitting (the list is not exhaustive). As a good employer we will seek to support staff following any incident. Equally, where a child has or is likely to have a diagnosed medical condition and is or is likely to be covered under the disability equality act 2010 e.g. autism; staff should not expect redress in line with our typical behaviour policy, e.g. after school detentions or exclusion.
- Develop a good knowledge of the following policies:
 - Child Protection
 - Medical Intervention
 - Teaching & Learning
 - Marking
 - Assessment Recording & Reporting
 - Good Behaviour
 - Anti Bullying
 - Anti Racist & Anti Discrimination
 - Emergency Procedures
- Be aware of and maintain a knowledge of the main aspects of:
 - The National Curriculum

2. Support Pupils Learning and Progress.	30%
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Overview: A TA will be proactive in promoting high standards of learning and progress

- Tasks:**
- Read and understand the teaching plans for the given lessons you are undertaking. Where possible, maintain knowledge of the objectives and activities other groups are undertaking within the class.
 - Provide support for a specific group of children designated by the class teacher, regardless of ability
 - Provide information, advice and opportunities for pupils to choose and make decisions about their own learning
 - Give positive encouragement, feedback and praise to reinforce and sustain pupils' interest and efforts in learning activities
 - Provide an appropriate level of assistance to enable pupils to experience a sense of achievement, maintain self-esteem and self-confidence, and encourage self-help skills
 - Use appropriate strategies for challenging and motivating pupils to learn
 - Listen carefully to pupils and positively encourage them to communicate their needs and ideas for future learning



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- Encourage pupils to take responsibility for their own learning encouraging self help and independence at all times
- Help pupils to review their learning strategies and achievements
- Have high expectations of all children at Chesswood - whilst attainment may be low progress can be outstanding.

3. Support the use of ICT for the teaching and learning

Overview: A TA will use ICT effectively to support learning activities and develop pupils' competence and independence in its use.

Tasks:

1. Operate ICT resources correctly and safely
2. Give appropriate levels of support to pupils to help children develop skills in the use of ICT, experience a sense of achievement, maintain self confidence and further develop self help skills.
3. Promote the safe use of ICT resources, including internet access, and intervene promptly where actions may be dangerous or contravene Chesswood Junior Schools Safe User Agreement
4. Check equipment is working properly and promptly reporting faults when found
5. Ensure ICT resources are left in a safe condition, stored safely and securely after use

4. Assist in the implementation of Pupil Passports for students and help monitor their progress

Overview: Support pupils in lessons, including the development of PPs, encouraging pupils to interact and work cooperatively with others and engage all pupils in activities, promotion of independence using appropriate strategies to recognise and reward

Tasks:

Through participation in lessons, contribute toward the development of children's:

- Physical development and skills
 - Emotional and social development
 - Communication and intellectual development
- and
- Contribute towards planning to meet children's developmental and educational needs through meetings such as PP reviews and Annual Review Meetings

5. Contribute to the planning and evaluation of teaching and learning activities

Overview: TAs will be proactive in reviewing practice, suggesting next steps for children and provide information that will contribute towards the planning process.

Tasks:

- Clarify and confirm with the teacher your understanding of the teaching and learning objectives of the activities and how success is to be measured
- Give constructive and timely feedback on ideas and options being explored
- Share your own ideas on pupils' learning needs and ways of meeting these, offer realistic and constructive suggestions as to the support you can provide, taking account of any



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particular strengths and weaknesses in your expertise and experience which could affect the plans being made

- Discuss and agree your role in delivering the teaching and learning activities when working alone and when working in partnership with the teacher
- Bring the teacher's attention to any difficulties you foresee in delivering the planned teaching and learning activities as required
- Plan your time to meet your responsibilities for delivering the planned teaching and learning activities and make effective use of allocated time

6. Work with other professionals, such as speech therapists and occupational therapists, as necessary and assist in maintaining student records.

Overview: Attend relevant meetings as required and provide reports for other professionals. Deliver programmes produced by other professionals

- Observe pupil performance, using observation methods appropriately with minimum disruption to the child's or group's normal pattern of behaviour
- Promptly, accurately and legibly complete recordings from observations in the required format

7. Support students with emotional, behavioural and care needs.

Overview: TAs will help develop children's social skills. Be proactive in encouraging children's positive behaviour and active in challenging negative behaviour

Tasks:

- Apply agreed behaviour management strategies as described in the Chesswood Behaviour and Discipline Policy fairly and consistently at all times
- Provide an effective role model for the standards of behaviour and appearance expected of pupils and adults within the school
- Provide praise and encouragement to pupils to recognise and promote positive pupil behaviour in line with school policies
- Use reward systems to encourage and reward good behaviour
- Use appropriate strategies to minimise disruption through inappropriate behaviour
- Regularly remind pupils of the Chesswood code of conduct
- Take immediate action to deal with any bullying, harassment or oppressive behaviour in accordance with school policy and procedures
- Recognise and respond appropriately to risks to yourself and/or others during episodes of challenging behaviour
- Refer incidents of inappropriate behaviour outside your area of responsibility to the relevant staff member for action
- Contribute to reviews of behaviour, including bullying, attendance and the effectiveness of rewards and sanctions, as relevant to your role
- Provide clear and considered feedback on the effectiveness of behaviour management strategies
- Provide suitable and appropriate care for children with physical and/or psychological care needs principally:
 - To assist pupils with dressing or changing for activities.
 - The care and welfare of pupils to include toileting (including personal care and support following soiling), changing and feeding as required.

Teachers are responsible for facilitating, supporting and releasing teaching assistants to fulfil



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this role.

8. Contribute to positive relationships

Overview: Through modelling and contributing to the whole school ethos, work and aims, TAs will foster a culture of achievement, success and help fulfil the school vision.

Tasks:

- Communicate clearly with courtesy and respect and in a way that make all feel welcomed and valued
- Use language and actions that show views, feelings and opinions of other have been listened to with care and attention
- Encourage children to explore a range of communication methods
- Exchange information with adults in line with agreed practice
- Model positive communication skills for children
- Use communication methods that are appropriate to adults
- Adapt the way you communicate when difficulties are experienced
- Make sure your behaviour with children is appropriate at all times
- Respect confidential information about children, as long as this does not affect their welfare

9. Assist teaching staff by undertaking administrative roles

Overview: TAs can provide significant help to the class teacher by proactively undertaking a small range of administration tasks.

Tasks:

1. Prepare and present displays of student work
 - Keep the display tidy, clean and correctly laid out and positioned for optimum impact
 - Monitor classroom displays regularly for stability and safety, and take appropriate action when and if required
 - Evaluate the display regularly for its continuing usefulness and attractiveness
 - Under the direction of the teacher, add to, amend and up-date the display as required by its theme and use
 - Safely remove the display as soon as it is no longer required
2. Support class teachers in lesson preparation and other tasks in order to support teaching
 - Confirm the type and quantity of materials needed
 - Follow relevant manufacturer's instructions and health and safety requirements when preparing materials for use.
 - Prepare materials of the quality and quantity required
 - Take steps to keep any wastage of materials to a minimum
 - Set out sufficient materials for use in line with the planned activities
 - Report shortages in materials promptly and accurately to the relevant person to deal with them
 - Have all materials ready for use when needed
3. Prepare and maintain the learning environment
 - Assist in establishing the most effective and safe layout of the learning environment for the



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age range and any special needs of the pupils and planned use

- Recognise potential hazards in the learning environment and deal with these promptly, according to the school's procedures
- Check the availability and location of safety equipment in the learning environment
- Promptly report any concerns about the availability or condition of safety equipment to both your line manager and Site Manager
- Set out learning resources so that pupils are able to participate safely and effectively in the planned activities
- Have the learning environment ready for use when needed

10. Undertake other duties from time to time as the school leadership requires.

Overview All members of staff are required to take on more general responsibilities throughout the school, a TA's proactive support in this area is crucial to the effective and efficient running of the school.

These duties may include:

- Mark test scripts for spelling and maths.
- Undertake data logging activities.
- Undertake subject audits.
- Invigilate National Curriculum Tests, and Teacher Assessments, as requested. This may take the form of general invigilation or specific reading support for a given child.
- Be responsible for, or contribute towards the running of an after school club.
- Swimming – TAs may be requested, following suitable induction and training, to lead groups of children to Splash Point for swimming, this will be in partnership with at least one other TA and a group of parents.
- School Trips – as a responsible member of staff TAs will have carefully read and will act on the agreed risk assessment for the school field trip or residential.
- TAs prepare, in partnership with the school office, first aid equipment and information for school trips, ensuring all medication is available for specific children.
- Ensure there is a first aid kit available on the school trip.
- Break time supervision:
 - Supervise and ensure children's safety and good behaviour by proactively managing the playground.
 - Administer first aid if there is appropriate training.
 - Report any significant incidents of poor behaviour or playground accidents using the agreed processes such as an incident report.
 - Support children managing their playtime resources.
 - Promote play and guide games.
 - Support children who are in the quiet room.
- On the last day of any term, in partnership with other TAs, return all general school resources, from the classroom, back to the storage areas.
- Organise resources areas ready for the start of the next term
- Participate in relevant school surveys.
- Participate within the school improvement planning process.
- Participate in and prepare for annual performance management and participate in all relevant staff development opportunities (both school-led INSET and courses arranged externally) where appropriate.
- Support school residential trips where required.



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- With relevant training undertake fire warden duties
- If a TA has a driving licence, they will be asked to seriously consider taking the mini-bus driving test.