



Chapel Street Community Primary School
Job Description
Teaching Assistant – Level 4
Grade 5 Permanent

The post holder will report to the Phase Lead / TA Manager. Apart from other colleagues in the school, the main contacts of the job are: Head Teacher, Deputy Headteacher, Assistant Headteachers, teaching staff, other support staff and pupils.

Main Purpose of the Job:

The Teaching Assistant Level 4 will be expected to contribute to planning of, delivery and evaluation of lessons for whole classes under guidance of a teacher. The post-holder will be involved in assessing children and be accountable for their progress against targets.

Under the guidance of the SENCO, TA Manager, MLT, Deputy Headteacher and teachers, undertake specialist support and take a lead role in addressing the needs of pupils who require help to overcome barriers to learning.

To support the TA Manager with line management of the TA1 and TA2. To contribute to the supervision of TA1 and TA2 Classroom Teaching Assistants, including implementation of performance management procedures and attendance management.

If needed, be re-deployed temporarily/fixed term to an alternative role of equivalent or lower level

Main Duties

Support for pupils

1. To teach whole classes of children in the absence of the teacher, including PPA, short term absence and leadership release time
2. Deliver small group interventions, under the supervision of the teacher including the delivery of programmes of work and implementation of ILPs
3. Assess the needs of pupils and use detailed knowledge and specialist skills/training/experience to support pupils learning
4. Teach, supervise and provide particular support for pupils, including those with special needs ensuring their safety and access to learning activities.

5. Give regular feedback on children's progress to the class teacher and file records.
6. Attend to children's personal needs, including pastoral, social, health, physical hygiene, minor first aid and welfare matters.
7. Establish positive relationships with pupils, acting as a role model by presenting a positive, professional personal image and responding appropriately to individual needs.
8. Create a stimulating, nurturing environment for our children within which they feel safe, happy and secure.
9. Promote the inclusion and acceptance of all pupils.
10. Encourage and develop pupil's independence, as appropriate.
11. Supervise whole classes as required.
12. Supervise children in the playground during lunchtimes and breaks, if needed
13. Lead after school, lunch and break time and before school, extra-curricular activities where part of contracted hours

Support for Teachers

14. Give regular feedback on children's progress to the class teacher and file records
15. Contribute to the planning cycle, managing and preparing resources, evaluating and adjusting work plans
16. Be responsible for keeping and updating records, information and data, producing analysis and reports as required
17. Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
18. Undertaking marking and feedback of pupils' work and accurately record achievement/progress
19. Administer and assess routine tests and invigilate exams
20. Monitor and manage stock within an agreed budget, cataloguing resources and undertaking audits as required
21. Liaise with parents/carers, schools and establish constructive relationships and communicate with other relevant bodies to support achievement and progress of pupils (this includes attendance at parent's meetings)
22. Monitor and evaluate pupil responses to learning activities through observation and planned recording of achievement against predetermined learning objectives
23. Support with Parents evenings / wider community events - where part of contracted hours. This may include translation where appropriate.

Support for the Curriculum

24. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs, including assessment
25. Contribute to the development and writing of lesson/work plans
26. Provide Curriculum / resource support and undertake programmes including those linked to local and national learning strategies
27. Support the use of ICT in learning activities and develop pupils' competence and independence in its use
28. Assist pupils to access learning activities through specialist support
29. Determine the need for, prepare and maintain general and specialist equipment and resources

Support for the School

30. Be aware of and comply with safeguarding, child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff.
31. Assist in maintaining high standards of health and safety at all times.
32. Maintain positive relationships with all stakeholders and role model the whole school relational approach.
33. Assist in the supervision of classroom and outdoor activities.
34. Accompany teachers and pupils on educational visits.
35. Support with admissions process - where part of contracted hours. This may include translation where appropriate.
36. Contribute to the overall ethos/work/aims of the school.
37. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
38. Attend relevant meetings and training.
39. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate

All elements of Specified Teaching Work undertaken by the postholder will be within the framework of the school's Scheme of Supervision in line with the 2003 Regulations and

(amended Regulations 2007. In addition to HLTAs, the Regulations cover other groups of support staff who undertake 'specified work' at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. Headteachers will ensure that the support staff member has the skills, experience and expertise required to carry out 'specified work'. Where more demanding aspects of 'specified work' are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the headteacher should have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise.

A teaching assistant Level 2 or above may be called upon to provide cover supervision for a group or occasionally for a whole class for a session/lesson, this may involve the teaching assistant contributing to the planning, preparation, assessment and reporting.

The Teaching Assistant must carry out his or her duties with full regard and commitment to the Governing Body and City Council Policies.

Where the postholder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.

Note

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but will be reviewed annually.

Signature of Post Holder

Date

Signature of Headteacher

Date



Chapel Street Primary School

Person Specification

Teaching Assistant – Level 4 Grade 5-Permanent

For this job we are looking for:

Experience of teaching, working with or caring for children of a relevant age

Experience of teaching lessons which remove barriers for children/young people with special educational needs including social, emotional health difficulties and those with communication, severe, profound or complex learning difficulties where appropriate.

Numeracy/literacy skills (at a level equivalent to NQF Level 2)

Ability to relate well to children and adults and role model the relational approach

Ability to independently and work as part of a team

An understanding of the role of the Teaching Assistant and other professionals working in and outside of the classroom

Ability to use initiative and strategic thinking when planning programmes of learning

Ability to use relevant technology e.g. photocopier, online programmes of study, Internet

Understanding of national/foundation stage curriculum and other basic learning programmes/strategies

Understanding of a range of strategies to support children with a variety of SEND needs, which may include communication/language and social, emotional, mental health needs

Basic understanding of child development and attachment and how this can be negatively affected by trauma/adverse childhood experiences

Willingness to undertake first aid training as appropriate

Personal Style and Behaviour

Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work.

Have enthusiasm for learning and be able to promote it across the school

Self-motivation and personal drive to complete tasks to the required timescales and quality standards.

The flexibility to adapt to changing workload demands and new school challenges.

Personal commitment to ensure that the provision of support is equally accessible and appropriate to meet the diverse needs of pupils.

Personal commitment to continuous self-development.

A commitment to school improvement.

Be willing to consent to and apply for an enhanced disclosure to a DBS check.