



Chapel Street Community Primary School

Job Description Class Based - Teaching Assistant – Level 1 Grade 2

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

Main Purpose of the Job:

To support access to learning and provide general support for the school in the management of pupils and resources, as directed by senior staff.

Main Duties

Support for pupils

1. To work with small groups of children under the supervision of the teacher including the implementation of ILPs.
2. Give regular feedback on children's progress to the class teacher and file records.
3. Attend to children's personal needs, including pastoral, social, health, physical hygiene, minor first aid and welfare matters.
4. Establish good relationships with pupils, taking on role model by presenting a positive personal image and responding appropriately to individual needs.
5. Promote the inclusion and acceptance of all pupils.
6. Encourage pupils to act independently as appropriate.
7. Create a stimulating, nurturing environment for our children within which they feel safe, happy and secure.
8. Supervise children in the playground during lunchtimes and breaks
9. Support with afterschool and before school extra-curricular activities where part of contracted hours

Support for Teachers

10. Provide curricular clerical/admin support, e.g. photocopying, making lists.
11. Under the direction of the teacher prepare the classroom for lessons and clear afterwards, including display work as appropriate.
12. Undertake pupil record keeping as requested (e.g. provide a written statement on pupil progress to the teacher).
13. Support the teacher in managing pupil behaviour, reporting difficulties as appropriate.

14. Establish constructive relationships with parents/carers and report on information from parents/carers to the teacher.
15. Support with Parents evenings / wider community events - where part of contracted hours. This may include translation where appropriate.

Support for the Curriculum

16. Provide Curriculum / resource support and undertake programmes linked to local and national learning strategies.
17. Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
18. Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use.

Support for the School

19. 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.
20. Maintain high standards of health and safety at all times.
21. Maintain good relationships with all stakeholders and role model the whole school relational approach.
22. Assist in the supervision of classroom and outdoor activities.
23. Accompany teachers and pupils on educational visits.
24. Assist with the supervision of discreet groups of pupils for short periods when the teacher is not present.
25. Contribute to the overall ethos/work/aims of the school.
26. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
27. Attend relevant meetings.
28. Participate in training, including relevant learning strategies and other learning activities and performance management where required.

All elements of Specified Teaching Work undertaken by the post holder 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 HLTA's, 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 1 may be called upon occasionally to provide cover supervision for a whole class for a session/lesson e.g. in an urgent situation. However they will not be required to set or allocate work to the pupils, as this will be determined by the class teacher.

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 1

For this job we are looking for:

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

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

Ability to relate well to children and adults

Ability to work as part of a team

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

Ability to use relevant technology e.g. photocopier

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

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

Willingness to undertake minor first aid training as appropriate

Personal Style and Behaviour

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

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 the 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.