



Job Description

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| Post title: | Teaching Assistant – Level 1 |
| Contract | Permanent (30 hours per week, term time only) |
| Pay range: | Band 4, scale point 3 - 4 |
| Line manager: | Headteacher |
| Location: | Cottingley Village Primary School |

Purpose of the Role:

To support access to learning for pupils, pupils with SEND/SEMH and provide general or specific 1:1 support to the teacher or child in the management of pupils and the classroom.

SUPERVISORY/MANAGERIAL RESPONSIBILITIES:

Assisting as a member of the classroom team in the supervision of students on work experience, trainees and voluntary helpers with whom the post holder is working.

SUPERVISION AND GUIDANCE:

To work under the instruction/guidance of teaching/senior staff.

Line Managed by the Inclusion, Health and Wellbeing Assistant Headteacher and the Headteacher.

RANGE OF DECISION MAKING:

To make decisions within established working practices and procedures.

The post holder will be expected to use good common sense and initiative in all matters relating to:

- The conduct and behaviour of individuals, groups of pupils and whole classes
- The correct use and care of materials by individual and small groups of pupils
- The safety, mobility (if required) and hygiene and well-being of the pupils. Within this the member of staff may be expected to deal with a child's personal hygiene e.g. changing clothes, nappies or soiled items and cleaning the child.

RESPONSIBILITY FOR ASSETS, MATERIALS ETC:

To maintain the confidential nature of information relating to the school, it's pupils, parents and carers. This includes the requirement not to discuss in person or on social media anything that links to the pupils or school business. To do this would be to breach an employee's position and could result in a disciplinary outcome.

The provision, use and storage of equipment and materials used by pupil(s) with whom the post holder is working. The making of or provided specific materials for learning and engagement linked to a child's individual needs.

General responsibility for the care of all equipment and materials within the classroom/designated area of the school.



CONTACTS:

Internal at all levels, Parents / Carers, Governors, Community Groups, Health, Social Services, Police, Local Education Authority, Education Bradford, Contractors, External Agencies.

RANGE OF DUTIES:

SUPPORT FOR PUPILS

- Supervise and support pupils ensuring their safety and access to learning, attend to the pupils' personal needs, including any specific personal hygiene needs if a 1:1 key person, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters.
- Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
- Promote the inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Encourage pupils to act independently as appropriate.
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
- Assist with the development and implementation of GAPs, Education, Health and Care Plans and any other individual plan relating to the specific needs of a child.

SUPPORT FOR THE TEACHER

- Prepare classroom as directed for lessons and clear afterwards and assist with the display of pupils work both in the classroom and around the school as appropriate.
- Work as directed by the teacher to work with a group of children, on an 1:1 support, listen to reader or undertake other similar working activities dependant on how directed by Headteacher.
- Be aware of pupil problems/progress/achievements and report to the teacher as agreed.
- Undertake pupil record keeping as requested. Complete admin tasks e.g. completing assessment grids.
- Support the teacher in managing pupil behaviour, reporting difficulties as appropriate.
- Gather/report information from/to parents/carers as directed.
- Provide clerical/admin support e.g. photocopying, typing, filing, collecting money etc.

SUPPORT FOR THE CURRICULUM

- Support pupils to understand instructions but ensure they do as much as possible independently of adult intervention as possible.
- Support pupils in respect of standards, expectations and school non-negotiable outcomes.
- Support pupils in using basic ICT as directed.
- Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use.
- Take part in and encourage the participation of pupils in a wide variety of learning activities including those on residential and educational visits.

SUPPORT FOR THE SCHOOL

- Be aware of and comply with policies and procedures relating to child protection, safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend relevant meetings as required.



- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- Do a lunchtime 'duty' each day. This may take the form of supervising a 1:1 pupil, leading a lunchtime club or general supervision in the playground or dining hall as directed by the school.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.
- To support, uphold and contribute to the development of the Council's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.

Environmental Demands/Working Conditions:

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures fire safety and frequently assess your ability to carry out the lifting tasks required of you.
- With specific pupils there may be episodes of volatile behaviour.
- Report all concerns to an appropriate person.

Fluency Duty:

- In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.
- For this role the post holder is required to meet the Advanced Threshold Level

Advanced Threshold Level

The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

Special Conditions of Service:

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

Other Considerations:

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Designated Safeguarding Lead or the Headteacher.
- To act in accordance with Data Protection regulations, specifically the General Data Protection Regulations, and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.



Cottingley Village

Primary School

Headteacher: Mrs N M Geale

CEO: Mr Duncan Jacques CBE

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www.cottingleyvillageacademy.org.uk

- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act (2010).
- Must be legally entitled to work in the UK.

This job description should be seen as enabling rather than restrictive and will be subject to regular review.



Person Specification

| Attributes | Essential | Desirable |
|-----------------------|---|---|
| Experience | <ul style="list-style-type: none"> Experience of working in children preferably in a primary school setting. Experience of working with children with specific or special needs. | <ul style="list-style-type: none"> Experience of working in a team situation. A clear understanding of how to safeguard children. |
| Qualifications | <ul style="list-style-type: none"> GCSE Maths and English grade C or equivalent qualifications. Meets the fluency duty – see above job description for details. | |
| Training | <ul style="list-style-type: none"> Willingness to participate in development and training opportunities. Evidence of previous personal development. | |
| Specialist Knowledge | <ul style="list-style-type: none"> An understanding of how to seek specific advice and guidance and act on this effectively. An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. Knowledge of childcare. Awareness of child development. | |
| Disposition/attitudes | <ul style="list-style-type: none"> Ability to relate well to pupils and adults. Ability to work constructively as part of a team. Ability to remain calm under pressure. Have a positive, can do attitude to the workplace and its differing daily needs Demonstrate good co-operative, interpersonal and listening skills. Demonstrate a commitment to working with children of the relevant age. Ability to reflect on own actions and highlights areas that can be improved to support more effective pupil learning and personal skills. Good sense of humour. Flexibility and willingness to accept change. Approachable, courteous and able to present a positive image of the school to callers and visitors. Maintain confidentiality in matters relating to the school, its pupils, parents and carers. Ability to prioritise conflicting demands and pressures. Ability to support colleagues in respectful and understated manner | |
| Circumstances | <ul style="list-style-type: none"> Will not require holiday leave during term time. Must be legally entitled to work in the UK (Asylum and Immigration Act 1996). No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required). | |
| Physical | <ul style="list-style-type: none"> Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995. Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties. For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the postholder to be capable of lifting and carrying pupils, within school policies and practices. | |

Nov 23