



ALL SAINTS CHURCH OF ENGLAND PRIMARY SCHOOL

OUTLINE JOB DESCRIPTION TEACHING ASSISTANT

Please select from the level 3 job descriptions under the relevant heading the duties and responsibilities the member of staff is undertaking.

TEACHING ASSISTANTS – SUPPORTING & DELIVERING LEARNING (LEVEL 3) (INCLUDING COVER SUPERVISOR) NEW TO ENGLISH PROVISION

The following information is furnished to help Council staff and those people considering joining the City of Bradford Metropolitan District Council to understand and appreciate the work content of their post and the role they are to play in the organisation. However, the following points should be noted:

- 1 Whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job description.
- 2 Officers should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
- 3 Bradford is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment and access to the Council Services.
- 4 The Council is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

PRIME OBJECTIVES OF THE POST:

To implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources.

Staff may also supervise whole classes during the absence of teachers. The primary focus will be to maintain good order and to keep pupils on task. Cover Supervisors will need to respond to questions and generally assist pupils to undertake set activities.

SUPERVISORY/MANAGERIAL RESPONSIBILITIES:

Staff may supervise whole classes during the short-term absence of teachers.

To take delegated responsibility 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 guidance of teaching/senior staff and within an agreed system of supervision.

RANGE OF DECISION MAKING:

To make decisions using initiative where appropriate within established working practices.

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.
- have excellent numeracy and literacy skills as well as excellent oral communication skills and the ability to communicate effectively at all levels.

RESPONSIBILITY FOR ASSETS, MATERIALS ETC:

To maintain the confidential nature of information relating to the schools its pupils, parents and carers.
To be responsible for the care of all equipment and materials, within the classroom/designated area of the school in conjunction with other members of staff.

The provision, use and storage of equipment and materials prepared by the post holder and used by the children with whom the post holder is working.

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:

1. SUPPORT FOR PUPILS

- 1.1 Use specialist (curricular/learning) skills/training/experience to support pupils
- 1.2 Establish productive working relationships with pupils, acting as a role model and setting high expectations
- 1.3 Promote the inclusion and acceptance of all pupils within the classroom
- 1.4 Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- 1.5 Promote independence and employ strategies to recognise and reward achievement of self-reliance
- 1.6 Provide feedback to pupils in relation to progress and achievement
- 1.7 Assist with the development and implementation of IEPs
- 1.8 Support pupils consistently whilst recognising and responding to their individual needs.

2. SUPPORT FOR TEACHERS

- 2.1 Work with the teacher to establish an appropriate learning environment
- 2.2 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
- 2.3 Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- 2.4 Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- 2.5 Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
- 2.6 Provide general clerical/admin. Support e.g. administer coursework, produce worksheets for agreed activities etc.
- 2.7 Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- 2.8 Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- 2.9 Undertake marking of pupils' work and accurately record achievement/progress, administer and assess routine tests and invigilate exams/tests.

3. SUPPORT FOR CURRICULUM

- 3.1 Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- 3.2 Implement local and national learning strategies e.g. literacy, numeracy, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- 3.3 Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- 3.4 Determine the need for, prepare and maintain general and specialist equipment and resources.
- 3.5 Help pupils to access learning activities through specialist support

4. SUPPORT FOR THE SCHOOL

- 4.1 Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- 4.2 Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- 4.3 Contribute to the overall ethos/work/aims of the school

- 4.4 Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- 4.5 Attend and participate in regular meetings
- 4.6 Participate in training and other learning activities as required
- 4.7 Undertake planned supervision of pupils' out of school hours learning activities
- 4.8 Supervise pupils on visits, trips and out of school activities as required
- 4.9 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.
- 4.10 Recognise own strengths and areas of expertise and use these to advise and support others

5 COVER SUPERVISION

- 5.1 Supervise whole classes during the short term absences of teachers.
- 5.2 Maintain good order and keep students on task undertaking pre-prepared work.
- 5.3 Respond to pupils questions and generally assist them to undertake set activities.
- 5.4 Deal with any immediate problems or emergencies using the schools policies and procedures.
- 5.5 Transfer the work and resources back to the teacher and feed back on any issues.
- 5.6 Report back as appropriate using the agreed referral procedure on the behaviour of pupils in the class.
- 5.7 Develop skills to deliver ICT packages to pupils.
- 5.8 You will be required to train and perform as a 1st Aider.

Signed:
Level 3 T/A

Name (Print):

Signed:
Line Manager

Name (Print):



PERSONNEL SPECIFICATION

Teaching Assistant
New to English – Maternity Leave

SUMMARY OF THE JOB:

As described in the job description.

EXPERIENCE:

Essential

Experience of working with pupils from the primary or secondary age group
Experience of working with child/children with special educational needs

Desirable

Any additional experience of children with special educational needs, linguistic and or emotional and behavioral difficulties

How Identified

Application form
Interview
References

QUALIFICATIONS:

Essential

None

Desirable

Qualifications relating to health, childcare or practical skills
Full driving license

How Identified

Application form

TRAINING:

Essential

Desirable

Any training in the area of health, childcare or practical skills.
Training in the area of physical restraint

How Identified

- Application form.
- Interview.

SPECIAL KNOWLEDGE:

Essential

- Knowledge of children of a similar age group.
- An understanding of the needs of children with English as an additional language.
- Knowledge of children with special educational needs.
- Willing to be trained as a First Aider and provide cover.

How Identified

- Application form.
- Interview.

CIRCUMSTANCES – PERSONAL:

Essential

- Good timekeeping - must be able to report for work at specific times.
- Will not require time off in term time (
- Good health (ability to keep up with a child's movement around school and, if necessary, playground).

How Identified

- References.
- Interview.

EQUAL OPPORTUNITIES:

Essential

Candidates should indicate an acceptance of, and a commitment to, the principles of the Council's Equal Rights policies and practices as they relate to employment and to the delivery of services to the community.

How Identified

- Interview.

DISPOSITION/ADJUSTMENT/ATTITUDE:

Essential

- Mature disposition, able to cope with emotional pressures.
- Willingness to train to develop further knowledge and skills to undertake the role.
- Positive and warm in relationships with children.
- Able to act in an understanding and patient manner whilst remaining firm and fair.
- Able make decisions and use discretion when managing difficult behavior.
- Ability to use own initiative re education, welfare and safety of children.
- Able to work as part of a team. Willing to carry out a wide range of non-teaching and welfare tasks.
- Adaptable and flexible.
- Commitment to equal opportunities policies relating to gender, race and disability in an educational context.
- A willingness to commit to the needs of the school.
- The desire to make a difference.

How Identified

- Interview.
- Questions at interview.

PRACTICAL & INTELLECTUAL SKILLS:

Essential

- Able to understand and carry out instructions.
- Able to keep thorough and scrupulous records.
- An excellent standard of written and spoken English.
- Ability to express oneself clearly.

Desirable

- The ability to speak Eastern European, South Asian community language or Arabic would be useful.

How Identified

- Application form.
- Interview.

PHYSICAL:

Essential

- Ability to cope with requirements of the post.
- Ability to join in physical education activities.

How Identified

- Identified by application form and interview.