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PRIMARY SCHOOL

Outline Job Description

POST TITLE:	**TEACHING ASSISTANT**
POST REF:	**TA**
GRADE:	**BAND 5, SCP 6**

GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main 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 profile.

2. Employees 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. This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment

4. This school is committed, where possible, 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 complement, appreciate and support the role of teachers and other professionals by undertaking work/care/support programmes which enables access to learning in the community as part of a teacher planned approach.

To support the class teacher in the management of pupils in the classroom, and other senior staff on a range of teaching and learning experiences which deliver an appropriately

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differentiated and suitably challenging creative curriculum for all pupils whilst meeting statutory requirements.

Work within school policies and procedures under the direction and guidance of senior staff and within an agreed system of supervision.

May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

KNOWLEDGE AND SKILLS:

(See Personnel Specification)

EFFORT DEMANDS:

- Will assist in maintaining the good discipline of pupils throughout school and be expected to use good common sense, as well as use initiative in all matters relating to the conduct and behaviour of individual pupils, groups of pupils and whole classes, the safety, mobility (if required), hygiene and well being of the pupils; making decisions within established working practices and procedures.

- Will recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with the relevant school policy and procedures.

- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.

- Acting as a role model, will establish productive and constructive working relationships with pupils, setting high expectations, motivating and interacting with them, being aware of their individual needs, supporting difference and ensuring all pupils have equal access to opportunities to learn and develop whilst responding appropriately.

- Will have the ability to cope with the requirements of the post, which may include working with pupils who have emotional/behavioural/physical difficulties.

- Will contribute to the overall ethos/work/aims of the school.

- Will appreciate and support the role of other professionals.

- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure.

RESPONSIBILITIES:

- Assist in the management of pupils in the learning environment.

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- Assist in the planning of learning activities.

- Will administer routine tests, invigilate exams and undertake routine marking of pupils' work.

- Undertake structured and agreed learning activities/teaching programmes appropriate to the pupil's needs to ensure physical, social, emotional and intellectual development, taking into account diversity e.g. language, culture, ability, race and religion.

- Will supervise and support pupils consistently at all times including those with special needs; recognising and responding to their individual needs whilst ensuring their safety and education in the learning environment.

- Assist with the development and implementation of Individual Education Plans and Personal Care Programmes; attending to the pupils' personal needs and maintaining related personal programmes with the correct use of care materials including the safety and well being of the pupils, therapy and medical intervention needs of the pupil and first aid, paying attention to social, health, physical and welfare matters as well as high standards of cleanliness and hygiene e.g. washing, dressing, toileting, and, if applicable, mobility.

- For posts working with pupils who are physically less able, it may be necessary to be able to physically assist the pupil in line with school polices and good practice.

- Will occasionally be required to supervise the class for brief periods during a morning or afternoon session where the classroom teacher is not available.

- Promote and reinforce the inclusion, acceptance and integration of all pupils, including those with specific and special needs and those from different cultures and/or with a different first language as appropriate.

- Set challenging and demanding expectations whilst promoting self-esteem and encouraging pupils to act independently as appropriate as well as interact and work co-operatively with others and engage in activities led by the teacher.

- Will prepare, create and maintain a purposeful, orderly and supportive learning environment to meet the lesson plans. Take responsibility for the care, preparation, maintenance and use of relevant equipment, assisting pupils in its use and clearing/storage afterwards.

- Will be aware of pupil progress, monitor/record pupil responses against pre-determined learning objectives as well as provide accurate, constructive and detailed feedback/reports to the teacher and pupils.

- Promote positive values, attitudes and good pupil behaviour and encourage pupils to take responsibility for their own actions whilst supporting the teacher in managing this.

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Deal promptly with conflict and incidents (including those involving restraint) and reporting challenging behaviour where appropriate in line with established policy.

- Will gather/report information from/to parents/carers as directed, taking into account parental/carer concerns, dealing with them sensitively under the direction of the teacher.
- Will provide clerical/administrative support as directed by the teacher.
- In respect of local and national learning strategies, will support pupils to achieve learning goals e.g. literacy, numeracy, KS3, early years as directed by the teacher.
- Will support pupils in the use of ICT in learning activities as directed by the teacher, and develop pupils competence and independence in its use.
- Will participate in own performance development, identify and address any training needs/other learning activities.
- Will assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes, accompanying teaching staff and pupils on visits, trips and out of school activities; taking responsibility for a group under the supervision of the teacher.
- Will assist in the supervision of students on work experience, trainees and voluntary helpers.

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 and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.

FLUENCY DUTY

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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 Intermediate Threshold Level

Intermediate Threshold Level

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

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 Co-ordinator or the Headteacher.

- To act in accordance with the Data Protection Act 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.

- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.

- Must be legally entitled to work in the UK.

PERSONNEL SPECIFICATION:

	ESSENTIAL (E)/DESIRABLE (D)
EXPERIENCE:	• Experience of working in a team situation. (E) • Experience of working with or caring for children of relevant age e.g. voluntary organisation or parental/caring responsibilities.(E)

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	• Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level.(E) • Experience of working with pupils who have special educational needs (E) • Experience and knowledge about communication and interaction needs, as well as strategies for supporting children's social emotional and mental health needs (e.g. demand avoidance approach, de-escalation techniques, PACE model) (D)
QUALIFICATIONS/TRAINING:	• GCSE English and Maths or equivalent e.g. Adult Literacy/Numeracy at level 1. (E) • Other relevant qualifications relating to the post e.g. Level 2 NVQ in Health/Childcare, first aid qualification. (D) • Evidence of further training/development and/or willingness to participate in further training and development opportunities.(D)
KNOWLEDGE/ SKILLS:	• Will possess knowledge of the School's relevant procedures or practices. (D) • Will have an outline understanding of relevant legislation.(D) • Will have knowledge of some of the policies covering their service area. (E) • Problem solving skills. .(E) • Good communication skills. .(E) • Exercising advisory, guiding, negotiating and persuasive skills at a developed level. .(E) • Good numeracy/literacy skills. .(E) • Basic ICT skills.(D) • An understanding of the needs of a multicultural society. .(E) • An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. (D)

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	• Knowledge of childcare. .(E) • Awareness of child development. (D) • Knowledge and commitment to schools Equality policy. (D) • Ability to relate well to pupils and adults. .(E) • Ability to work constructively as part of a team. .(E) • Ability to remain calm under pressure. .(E) • Demonstrate a commitment to working with children of the relevant age. .(E) • Demonstrate good co-operative, interpersonal and effective listening skills. .(E) • Maintain confidentiality in matters relating to the school, its pupils, parents or carers. .(E) • Ability to perform all duties and tasks with reasonable adjustments where necessary. .(E) • Ability to cope with the requirements of the post, which will include working with pupils who have emotional/ behavioural/physical difficulties. .(E) • In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level.

OFFICE USE ONLY:

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DATE OF ISSUE:	1st June 2015

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