



HIGHER LEVEL TEACHING ASSISTANT JOB DESCRIPTION

The following information is furnished to help St John's CE Primary School staff and those people considering joining the School 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 St John's CE Primary School 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 School Services.
- 4 The School 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 complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development.

SUPERVISORY/MANAGERIAL RESPONSIBILITIES:

Responsible for the management and development of a specialist area within the school and/or line management, training and appraisal of other support staff, students on work experience, trainees and voluntary helpers with whom the postholder is working.

SUPERVISION AND GUIDANCE:

Responsible to the Headteacher/Senior member of staff, but it is expected to seek guidance from appropriate sources.

RANGE OF DECISION MAKING:

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

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

- the conduct and behaviour of individual, 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.

RESPONSIBILITY FOR ASSETS, MATERIALS ETC:

To maintain the confidential nature of information relating to the school, 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 postholder and used by the children with whom the postholder 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 Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning. Supervise and support pupils ensuring their safety and access to learning, attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene (toileting, nappy changing), first aid and welfare matters
- 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 Develop and implement IEPs
- 1.8 Support pupils consistently whilst recognising and responding to their individual needs
- 1.9 The supervision of children throughout the official lunch break including:
 - Supervision and assistance of children in hand washing and toilet areas
 - Ensure that children behave in a sensible and considerate manner in all school areas.
 - Reporting of persistent unruly behaviour to the relevant class teacher
 - Supervision of children in the classrooms during inclement weather
 - Attend to the personal needs of children who are ill or have an accident during the lunch time period according to school procedure, reporting any serious accident to the designated "first aider"
 - Attend to the needs of children who soil clothes during the lunch time period ensuring, where possible, that the child is cleaned and provided with a change of clothes
 - Provide supervision of the children until the time when the class teacher resumes responsibility for them

2. SUPPORT FOR THE TEACHER

- 2.1 Organise and manage appropriate learning environment and resources
- 2.2 Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- 2.3 Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- 2.4 Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence
- 2.5 Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.

- 2.6 Delivery of whole class lessons as required (eg. Teacher absence cover, timetabled PPA cover) including production of lesson plans, worksheet, plans etc.
- 2.7 Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- 2.8 Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
- 2.9 Administer and assess/mark tests and invigilate exams/tests

3. SUPPORT FOR THE CURRICULUM

- 3.1 Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- 3.2 Deliver local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
- 3.3 Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- 3.4 Advise on appropriate deployment and use of specialist aid/resources/equipment
- 3.5 Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.

4. SUPPORT FOR THE SCHOOL

- 4.1 Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting 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 Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.
- 4.8 Deliver out of school learning activities within guidelines established by the School
- 4.9 To support, uphold and contribute to the development of the School'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 specialist expertise and use these to lead, advise and support others
- 4.11 Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.

5. LINE MANAGEMENT RESPONSIBILITIES WHERE APPROPRIATE

- 5.1 Liaise between managers / teaching staff and teaching assistants
- 5.2 Represent teaching assistants at teaching staff/management/other appropriate meetings
- 5.3 Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants.