



## Teaching Assistant Job Description

<b>Job Title:</b> Teaching Assistant				
Line managing: <ul style="list-style-type: none"> <li>Not Applicable</li> </ul>		Reporting to: <ul style="list-style-type: none"> <li>HLTA and/or Assistant SENCO</li> </ul>		
<b>Hours:</b> <ul style="list-style-type: none"> <li>36 hours per week – Term time only</li> </ul>				
<b>Job Purpose:</b> To work under the guidance of the SENCO/HLTA/teaching/senior staff and within an agreed system of supervision, 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 regular communication with the teacher to ensure a clear understanding the learning needs of specific pupils as well as supporting the whole planning/assessment cycle and the management/preparation of resources. Staff may also work with groups occasionally during the short-term absence of teachers.				
<u>Specific responsibilities for all teaching assistants:</u>				
Area	Relevant Standards	Band 1 Teaching Assistant (Induction Phase )	Band 2 Teaching Assistant (Post Induction)	Band 3 HLTA
PROFESSIONAL PRACTICE		<b>SC4: Point 07 - 08</b>	<b>SC4: Point 09 - 11</b>	<b>SO1: Point 23 - 25</b>
	(1.5), (2.1), (2.3), (2.4), (3.1), (3.2), (3.3), (3.4), (3.5), (3.6), (4.5), (4.6)	Many – but not all – aspects of teaching / support over time are good	All aspects of teaching / support over time are good	Many aspects of teaching / support over time are outstanding
PROFESSIONAL OUTCOMES	(1.5), (2.2), (2.4), (3.1), (3.4), (3.5), (4.1), (4.5)	With appropriate additional support, most pupils progress in line with school expectations	Most pupils engage with learning and make progress in line with school expectations without additional support	Significant numbers of pupils demonstrate an engagement with learning and achieve progress which exceeds school expectations
PROFESSIONAL RELATIONSHIPS	(1.2), (1.4), (1.5), (2.4), (4.1), (4.2), (4.3), (4.4), (4.5)	Positive working relationships established with pupils, colleagues and parents	These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others.	Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges
PROFESSIONAL DEVELOPMENT	(1.5), (2.1), (2.3), (4.3), (4.4), (4.5)	Develops professional practice in line with advice from more experienced colleagues	Takes a proactive role in identifying areas for professional development and accessing advice	Proactively leads the professional development of others in a way which leads to improved outcomes for pupils
PROFESSIONAL CONDUCT	(1.1), (1.3), (1.4), (3.2), (3.6), (4.4)	Professional conduct meets the expectations set out within the Teaching Assistant Standards.	Professional conduct meets and often exceeds the expectations set out within the Teaching Assistant Standards.	Professional conduct meets the expectations set out within the Teaching Assistant Standards and positively influences others everyday practice.



## Teaching Assistant Job Description

Specific Responsibilities - to ensure positive outcomes for pupils across all areas of the school:

<b>Support for Pupils</b>	<ul style="list-style-type: none"> <li>• Liaise with the SENCO/Assistant SENCO/HLTA to identify areas of need and assist in the development of strategies to support all areas of pupil's learning and development.</li> <li>• Take an active role in the development and implementation of pupil profiles, EHC plans and PSPs.</li> <li>• Develop and use specialist skills and experience to support pupils with specific needs.</li> <li>• Support pupils consistently whilst recognising and responding to their individual needs</li> <li>• Establish productive working relationships with pupils, acting as a role model and setting high expectations</li> <li>• Promote the inclusion and acceptance of all pupils both within and outside the classroom</li> <li>• Encourage pupils to interact and work co-operatively with others and engage all pupils in activities</li> <li>• Promote independence and employ strategies to recognise and reward achievement of self-reliance</li> <li>• Provide feedback to pupils in relation to progress and achievement</li> <li>• Liaise with parents and relevant external agencies to ensure best practice for targeted pupils.</li> </ul>
<b>Support for Teaching</b>	<ul style="list-style-type: none"> <li>• Work with the teacher to establish an appropriate learning environment using specialist knowledge and strategies relating to targeted pupils.</li> <li>• Work with the teacher in lesson planning, evaluating and differentiating lessons/work plans as appropriate, including meeting at least once per half-term to ensure best practice for targeted pupils.</li> <li>• Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.</li> <li>• Undertake marking of pupils' work and accurately record achievement/progress.</li> <li>• Assist with the recording of achievement/progress in lessons/activities and take responsibility for keeping and updating records as agreed with the teacher.</li> <li>• 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.</li> <li>• 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</li> <li>• Liaise sensitively and effectively with parents/carers as agreed with the teacher and participate in feedback sessions/meetings with parents with, or as directed.</li> <li>• Administer and assess routine tests including support with invigilation and provision of Exam Access arrangements for examinations/tests.</li> <li>• Provide general clerical/admin support e.g. administer coursework, produce worksheets for agreed activities etc</li> </ul>



## Teaching Assistant Job Description

<b>Support for the Curriculum</b>	<ul style="list-style-type: none"> <li>• Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs</li> <li>• Implement local and national learning strategies e.g. literacy, numeracy, KS3, and make effective use of opportunities provided by other learning activities to support the development of relevant skills</li> <li>• Support the use of IT in learning activities and develop pupils' competence and independence in its use</li> <li>• Help pupils to access learning activities through specialist support and by running small group interventions before, during or after school</li> <li>• Determine the need for, prepare and maintain general and specialist equipment and resources</li> </ul>
<b>Support for the School</b>	<ul style="list-style-type: none"> <li>• Proactively support the implementation of school policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.</li> <li>• Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop to be the best they can be.</li> <li>• Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of pupils.</li> <li>• Attend and participate in relevant meetings, training and performance appraisal processes as required.</li> <li>• Recognise own strengths and areas of expertise and use these to advise and support others.</li> <li>• Provide appropriate guidance and supervision and assist in training and development of staff as appropriate.</li> <li>• Undertake planned supervision of pupils during out of school hours learning activities.</li> <li>• Assist with the delivery of and supervise pupils on visits, trips and out of school activities as required.</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Actively participate in a planned cycle of line management</li> <li>• Effectively complete all other duties which the Headteacher may request.</li> </ul>
<p><i>This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.</i></p>	



## Teaching Assistant Job Description

### Person Specification

	Evidence of Quality	Method of Assessment*
<b>Qualifications</b>		
Minimum Grade C/4 at GCSE in Maths and English (or equivalent level 2 qualification)	Essential	A
Relevant qualifications or experience with pupils with special educational needs	Desirable	A
Relevant continued professional development	Desirable	A
<b>Experience</b>		
Relevant experience in a school in a similar position or a desire to develop a career in education	Essential	A/I
Experience delivering one to one or group work with pupils with social educational needs	Desirable	A/I
<b>Skills, Knowledge and Understanding</b>		
Ability to use ICT effectively	Essential	A/I/T
Specialist skills in curriculum or learning areas	Desirable	A/I
Working knowledge of relevant policies/codes of practice and awareness of relevant legislation	Desirable	A/I
Working knowledge and experience of implementing National Curriculum and other relevant learning programmes/strategies	Desirable	A/I
Understanding of principles of child development and learning processes	Essential	A/I
Ability to improve own practice and knowledge through self-evaluation	Essential	A/I/T
Understanding of inclusion and equal opportunities and how these relate to opportunities for stakeholders	Essential	A/I
<b>Personal Qualities</b>		
Ability to relate well to children and adults	Essential	A/I/T
Ability to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	Essential	A/I
Resilience	Essential	A/I
Flexibility to respond to the varying demands of the school day and the pupils' needs	Essential	A/I
<b>Other Requirements</b>		
A commitment to on-going personal development and willingness to undertake appropriate training.	Essential	A/I
Appointment to the post is subject to a satisfactory enhanced DBS check	Essential	A
This post is exempt from section 4(2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18. Applicants are not entitled to withhold information about convictions, which would be regarded as spent for other purposes.	Essential	A

\* A - Application Form    I - Interview    T – Test/Presentation