The staff at our school are valued and are expected to embrace our Christian values of Care – Learn – Forgive. We use the parable of the mustard seed to promote these Christian values which, in turn, will help staff to grow, flourish and be responsible and reflective individuals. This job description and person specification provides expectations for staff so that they will have a successful and rewarding experience at Platt and ensure that the children in their care are able to learn how to 'live life in all its fullness'.

Job title: Teaching Assistant
Reports to: Key Stage Leader/Deputy Headteacher
Hours: 21 hours a week (Monday and Wednesday 8:30am - 3:15pm with 30 minute unpaid lunch break, Friday 8.30am to 4.30pm with 30 minute unpaid lunch), 39 weeks per year

Purpose of the job:

- To support the class teacher in the teaching and welfare of children to ensure they achieve their potential
- To support the emotional, behavioural and pastoral needs of all pupils, including children with SEN
- To support individual and small groups of children in the curriculum to accelerate their learning
- To carry out specific administrative/procedural tasks to support the class teacher
- To be involved in the planning, development and delivery of intervention strategies
- To observe and monitor pupils progress and adapt agreed approaches to their particular needs
- To assist in the maintenance of children's records
- To promote the school's values of Care, Learn and Forgive

Accountabilities:

As a Teaching Assistant:

- Ensure the maintenance of a clean, orderly and safe working environment
- Assist the teacher with quality first teaching of ALL pupils including those with SEN (Special Educational Needs), EAL (English as an Additional Language), PP (Pupil Premium)
- Support the pupils in accessing learning activities as directed by the teacher to enable pupil progress towards their targets
- Support the class teacher in giving feedback to children, verbally or through marking books
- If necessary, to teach a prescribed phonics programme (Read Write Inc.) daily to a small group of children, to be able to assess progress of phonics development
- Be aware of and support differences to ensure all pupils have equal access to opportunities to learn and develop
- Undertake record keeping in respect of pupil learning and behaviour management as directed by the class teacher
- Follow the school policy on behaviour management and, where appropriate, to know and apply Positive Handling

- Support the class teacher in the pupils' reading, changing of books, upkeep of reading records, assessment of reading level/age, visits to the school library
- Report any child protection issues directly to the DSL
- Deliver a targeted programme of work as directed by the Provision Maps created by the class teacher and the SENDCo, create entry and exit data (where appropriate) to monitor progress and impact
- Contribute to the overall aims of the school and appreciate and support the role of colleagues and other professionals to enable the school to fulfil its development plans
- Attend appraisal meetings and provide evidence to show professional development and impact, allow for observations and receiving feedback relating to targets
- Undertake training and other learning activities and attend relevant meetings (within contracted hours) as required to further professional development;
- Follow the code of conduct and policies for all staff in respect of confidentiality, child protection, health and safety, equal opportunities
- Liaise with the class teacher in order to be able to deliver any Learning Plans effectively
- Assist the teacher by receiving instructions directly from professional or specialist support staff involved in the children's education. These may involve social workers, health visitors, language support staff, speech therapists, educational psychologists and physiotherapists
- Under the direction of the teacher, liaise with parents as appropriate, maintaining sensitivity and confidentiality at all times
- Share good practice with colleagues, receive support from others in areas of development
- When directed, escort and supervise pupils on planned visits/journeys, administering medications (if trained and where necessary) and ensuring good behaviour
- Assist with the preparation of resources e.g. photocopying, making resources, filing, laminating
- Be computer literate, read and respond to emails, use the CPOMs system to record incidents
- Supervise children during break time as part of a rota system, behaviour management and basic first aid
- Attend appropriate staff meetings and training days/events as requested

You may be required to

- Supervise pupils engaged in learning activities to ensure that the learning objectives set by the teacher are achieved
- Act as a role model and set high expectations of conduct to ensure that good behaviour is maintained
- Give accurate feedback to the teacher and pupils on the conduct of the lessons
- Support the use of ICT and other equipment and materials to enable pupils to achieve the learning objectives set by the teacher
- Supervise children during Wraparound Care.

Person Specification

- Good standard of general education together with good Maths and English skills
- NVQ Level 3 (or equivalent) is desirable
- Use of basic technology e.g. computer, video, photocopier
- Have the ability to relate well to children and adults, understanding their needs and being able to respond accordingly
- Good influencing skills to encourage pupils to interact with others and be socially responsible
- Successful recent experience of working with children of a relevant age
- Ability to apply behaviour management policies and strategies which contribute to a purposeful learning environment

- Understanding of relevant policies, codes of practice, legislation. Basic knowledge of first aid an advantage
- Must be able to use own initiative, work independently, motivate and inspire with a creative approach to problem solving
- Must have excellent communication skills, both verbal and written
- Must have the ability to work calmly under pressure and have the ability to adapt quickly and effectively to changing circumstances/situations
- Is a team player and positive role model to children and staff

Head Teacher:_____ date:_____

Post Holder:_____ date:_____