

POST TITLE	TEACHING ASSISTANT
GRADE	LEVEL 3
PAY SCALE	KNOWSLEY TA LEVEL 3 SCALE (SCP 18-25)
HOURS OF WORK	8.30 to 11.45 and 12.15 to 3.30 – 32.5 hours per week pro rata

MAIN PURPOSE

To work with and supervise individuals and groups of children under the direction of the teacher. Inclusive of specific individual learning needs, enabling access to learning for all pupils and assistance and support in classroom management and behaviour techniques. Providing specialist support in the effective delivery of the Foundation Stage curriculum in both the indoor and outdoor learning areas.

MAIN DUTIES

Support for Pupils

Ensure that children in the Reception access quality Foundation Stage provision, working in close liaison with the Reception teacher.

Use specialist (curricular/learning) skills/training/experience to support pupils (e.g. Speech and Language, curricular, SEN, behaviour, EAL, pupils with a significant visual impairment, signing with Hearing impaired pupils, Early Years).

Assist with the development and implementation of Individual Education Plans and Play Plans.

Establish good working relationships with pupils acting as a role model and setting high expectations.

Encourage pupils to interact with others and engage in activities led by the teacher.

Provide specific support to pupils' dependant upon their individual needs ensuring their safety whilst supporting access to learning activities.

Promote inclusion and acceptance of all pupils.

Promote self esteem and independence, employing strategies to recognise and reward achievement within established school procedure.

Provide feedback to pupils in relation to progress and achievement under the guidance and direction of the teacher.

Promote the speedy/effective transfer of pupils across phases/integration of those who have been absent.

Respond to pupils who may become ill and to emergencies in the most appropriate manner and in accordance with established school procedure.

Deal with the personal care and comfort of pupils, as required, in relation to welfare, health, hygiene, toileting, dressing, feeding, mobility and administering of medicines.

Support for the Teacher

Work with the teacher to develop and maintain a high quality learning environment and structures for learning that support all children.

Contribute to lesson planning, evaluating and adjusting lessons/work plans as appropriate.

Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.

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.

Be responsible for keeping and updating records in agreed format with the teacher, contributing to reviews of systems/records as requested.

Undertake appropriate marking of pupils' work against an agreed marking scheme under the direction of the teacher.

Liaise sensitively and effectively with parents/carers as agreed with the teacher within role/responsibility and participate in feedback sessions/meetings with parents/carers under the teacher's supervision.

Administer and assess routine primary tests (including baseline assessments etc.), accurately recording achievement/progress and invigilate exams/tests.

Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy.

Establish constructive relationships with parents/carers.

Assist with the display of children's work and the development of a welcoming and stimulating classroom environment within the Nursery setting.

Provide basic clerical/administrative support (e.g. photocopying, word processing, filing, collecting money etc.)

To be involved in the planning, development and implementation of programmes of support for pupils with special educational needs.

To contribute to the review of pupils' needs.

To escort pupils as necessary and assist in movement around the school.

Assist in the development and implementation of appropriate behaviour management strategies.

Provide short-term classroom supervision in the absence of a teacher, within a class/Key Stage appropriate to experience and with suitable levels of additional adult support, in accordance with the school's policy.

Undertake activities as directed by the teacher with the class, individuals or small groups of pupils giving constructive support to pupils as they learn.

Communicate feedback from the covered lesson to the teacher.

Support for the Curriculum

Support the delivery of agreed learning activities/learning programmes, adjusting activities according to pupils learning styles and individual needs.

Support and enhance the effective implementation of the Foundation Stage curriculum, demonstrating a good knowledge of the key areas of learning, desirable outcomes/Early Learning Goals and the key features of effective Foundation Stage education.

Support the use of ICT in learning activities and develop pupils' competence and independence in its use.

Determine the need for, prepare and maintain general and specialist equipment and resources.

Assist pupils to access learning activities through specialist support e.g. curriculum/SEN specialism, Behaviour management, translation/signing.

Support for the School

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.

Be aware of and support difference and ensure all pupils have equal access to opportunities to learn, develop and feel valued, respecting their social, cultural, linguistic, religious and ethnic background.

Contribute to the school ethos, aims and development/improvement plan.

Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.

Work as part of a team appreciating and supporting the role of other people in the team.

Attend and participate in meetings as required.

Assist with the planning and supervision of opportunities for pupils to learn in out of school contexts, including before and after school, if appropriate, and within working hours.

Undertake personal development through training and other learning activities including performance management as required.

Accompany teaching staff and pupils on visits, trips and out of school activities as required.

Establish own best practice and use to support others.

Assist in the induction of other teaching assistants.

Date Issued:

Line Manager Signature:

Employee Signature:

This job description was developed in line with model job descriptions and person specifications issued by Knowsley LEA,