

### **Holwell Teaching Assistant Standards / Job Description**

**Grade:** Hertfordshire Support Staff Grade **H2**

**Responsible to:** Class Teacher

#### **Purpose of the role**

To work with teachers to support teaching and learning, providing general and specific assistance to pupils and staff under the direction, guidance and direct supervision of the classroom teacher.

#### **Section A: Teaching Assistant Standards**

**The following are extrapolated from the National Teaching Standards (2020). All teaching assistants are expected to demonstrate the following practices consistently in their practice.**

Ethics and professional conduct	<ul style="list-style-type: none"><li>• serve in the best interests of the school's pupils</li><li>▪ conduct themselves in a manner compatible with their position in the school by behaving ethically, fulfilling their professional responsibilities and modelling behaviour which reflects highly on the school.</li></ul>
Support the school's high expectations which inspire, motivate and challenge pupils	<ul style="list-style-type: none"><li>▪ assist in establishing a safe and stimulating environment for pupils, rooted in mutual respect</li><li>▪ demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</li></ul>
Promote good progress and outcomes by pupils	<ul style="list-style-type: none"><li>▪ be aware of pupils' capabilities and their prior knowledge, and support teaching to build on these</li><li>▪ guide pupils to reflect on the progress they have made and their emerging needs</li><li>▪ demonstrate knowledge and understanding of how pupils learn and how this impacts on learning</li><li>▪ encourage pupils to take a responsible and conscientious attitude to their own work and study.</li></ul>
Support with the planning and teaching of well structured lessons	<ul style="list-style-type: none"><li>▪ have a good knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and assist in addressing misunderstandings</li><li>▪ promote the value of scholarship</li><li>▪ demonstrate an understanding of and assist in the responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</li><li>▪ if supporting the teaching of early reading, demonstrate a clear understanding of systematic synthetic phonics</li><li>▪ if supporting the teaching of early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</li></ul>



Support with the adaptation of teaching to respond to the strengths and needs of all pupils	<ul style="list-style-type: none"> <li>▪ know when and how to differentiate appropriately, using approaches which enable pupils to learn effectively</li> <li>▪ have a good understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li> <li>▪ demonstrate an awareness of the physical, social and intellectual development of children, and support teacher in adapting teaching to support pupils' education at different stages of development</li> <li>▪ have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability high attainers; those with English as an additional language; those with disabilities; and be able to support distinctive teaching approaches to engage and support them.</li> </ul>
Contribute to accurate and productive use of assessment	<ul style="list-style-type: none"> <li>▪ have an understanding of how relevant subjects and curriculum areas are assessed, including statutory assessment requirements</li> <li>▪ contribute to effective assessment by supporting monitoring, recording and reporting of pupil progress as appropriate to the level of the role.</li> <li>▪ support the use of formative and summative assessment to secure pupils' progress</li> <li>▪ contribute in giving pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</li> </ul>
Support with Managing behaviour effectively to ensure a good and safe learning environment	<ul style="list-style-type: none"> <li>• support the clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</li> <li>• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>• support in the effective management of classes, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>▪ maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary</li> </ul>
Fulfil wider professional responsibilities	<ul style="list-style-type: none"> <li>▪ make a positive contribution to the wider life and ethos of the school</li> <li>▪ develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>▪ take responsibility for improving their own practise through appropriate professional development and responding to advice and feedback from colleagues</li> <li>• communicate effectively with parents with regard to pupils' achievements and well-being as appropriate to the role</li> </ul>

A teaching assistant is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and



attitudes which set the required standard for conduct throughout a teaching assistant's career.	
Teaching Assistant's uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school	<ul style="list-style-type: none"> <li>▪ treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teaching assistant's professional position</li> <li>▪ having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions</li> <li>▪ showing tolerance of and respect for the rights of others</li> <li>▪ not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs</li> <li>▪ ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law</li> </ul>
Teaching Assistants must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality	<ul style="list-style-type: none"> <li>▪ Uphold the ethos, policies and practices of the school</li> <li>▪ Maintain the expected high standards in attendance and punctuality</li> </ul>
Teaching Assistants must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities	<ul style="list-style-type: none"> <li>▪ Understand, and act within, the statutory framework that sets out the professional duties and responsibilities</li> </ul>

This Job Description indicates only the main duties and responsibilities of the post. During the course of duties, you may be asked to carry out other tasks that may be reasonably assigned to you by the Head Teacher or Deputy Head in their absence.

<b>Knowledge</b> NVQ level 1 (or equivalent) Basic knowledge of ICT Awareness of Health, wellbeing and safety Awareness of keeping children safe Awareness of Data protection and confidentiality Basic knowledge of First Aid Understanding of the Schools ethos and values	<b>Competencies</b> Communication (written and verbal) Problem Solving Team working Active Listening Motivation
---	--

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the DBS as part of Hertfordshire County Council's pre-employment checks. Please note that additional



information referring to the Disclosure and barring Service is in the guidance notes to the application form. If you are invited to an interview you will receive more information. This role will be reviewed annually as part of the PMD process.

Leadership Structure 2024-2025					
Head Teacher					
Senior Leadership Team					
Deputy Head – Curriculum		Deputy Head – Pastoral		SENDCo	
Assistant Head EYFS & Key Stage 1 and Phonics			Assistant Head Key Stage 2		
Middle Leadership Team					
Reading		Writing (Maternity)		Mathematics and Computing	
Science	Creative Design	French	PE	Humanities	SMSC
Teaching Staff					
Teachers (UPS & MPS)					

#### Line management responsibility

Class Teacher
Teaching Assistant

**I agree to the job description above.**

Signed:

Name:

Date:

