



Job Description & Person Specification

Teaching Assistant (TA)

Introduction

The Greenfield Nursery and Hurst Drive Primary Federation consists of two schools: Greenfield Nursery School and Hurst Drive Primary School. They are situated in Waltham Cross in the Borough of Broxbourne, Hertfordshire – easily accessed by car via the A10 junction of the M25 (Junction 25) or by train being only a ten-minute walk from Theobalds Grove or Waltham Cross railway stations. We are privileged as a federation to serve children from a rich and diverse local community and are committed to providing the very highest quality education for all our children.

Vision Statement

As a federation, we believe in striving for success for all our children through working together within and across our schools and the wider community. We believe in the importance of fostering strong relationships that support children's learning and development.

Our vision is that all children who attend our schools will be successful academically. We consider it of equal importance that they are successful in their social, emotional, cultural and cognitive development.

Title and Grade of Post

Post Title: Teaching Assistant (TA)

Pay Scale: H2- Pro Rata – Term Time Only

Purpose of the Job

To work with teachers to support teaching and learning by working with individuals or small groups of pupils under the direction of teaching staff and may be responsible for some learning activities within the overall teaching plan.

N.B. The duties listed below are not an exhaustive list of requirements.

Key responsibilities

- Work with individuals or small groups of pupils in the classroom under the direct supervision of teaching staff and provide feedback to the teacher.
- Support pupils to understand instructions support independent learning and inclusion of all pupils.
- Support the teacher in behaviour management and keeping pupils on task.
- Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate.
- Prepare and clear up learning environment and resources, including photocopying, filing and the display and presentation of pupils' work and contribute to maintaining a safe environment.

Teaching Assistants in this role may also undertake some or all of the following:

- Record basic pupil data.
- Support children's learning through play.
- Assist with break-time supervision including facilitating games and activities.
- Assist with escorting pupils on educational visits.
- Support pupils in using basic ICT.
- Invigilate exams and tests.
- Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence.

The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.

Job Context

- The job is one of a set of teaching assistant jobs whose evaluated pay grade is determined by the level of responsibilities.
- Work will follow the learning patterns appropriate to the school day and year group under the direction, guidance and direct supervision of the classroom teacher.
- Carries out allocated tasks under the supervision of a teacher, problems generally referred.

Knowledge, Skills & Abilities

- Working at or towards national occupational standards (NOS) in Supporting Teaching and Learning (core and relevant optional units as required) reflected in the level 2 NVQ and Level 2 certificate in supporting teaching and learning on the Qualification and Credit Framework or equivalent experience
- Carries out allocated tasks under the supervision of a teacher, problems generally referred.
- Communicates with pupils to support learning and development and encourage acceptable behaviour. Exchanges information with staff, parents/ carers.
- Knowledge and compliance with policies and procedures relevant to child protection and health and safety.
- Setting up and use of educational equipment and/or keyboard skills.

Supervision

- The jobholder will usually be managed by a member of the school's senior management team or by a more senior teaching assistant.
- Day to day direction/ supervision will usually come from the class teacher or individual covering the class in the absence of the class teacher.
- The post holder will follow detailed instructions and/or is closely supervised with little scope for discretion; problems are generally referred.
- Responsible for the supervision of practical learning activities of individuals or small groups of pupils under the direction of the teacher or other professional.
- The post holder will have no supervision responsibilities of other staff.
- The post holder may demonstrate own duties to new or less experienced staff.

Problems, Demands & Decisions

- Follows detailed instructions and/ or is closely supervised with little scope for discretion; problems are generally referred.
- Working with individuals or small groups of pupils requiring mental and sensory concentration; work is regularly interrupted although this does not normally require switching from one activity to another.
- Occasionally exposed to emotionally demanding behaviours and situations as a result of attending to pupils' personal needs and assisting with behaviour management.

Dimensions

- May handle small amounts of cash e.g., for school visits.
- May be issued with a laptop where appropriate, other equipment in use will likely be for short term use to aid teaching and learning.
- Responsible for the careful and safe use equipment, such as play and standard ICT equipment.
- Will record basic pupil data.

Physical Effort

- Combination of standing, sitting or walking.
- Requirement for standing for long periods and/ or working in awkward positions e.g., sitting on low chairs.
- The job may involve lifting children, for example after falls or accidents.

Working Environment

- Some exposure to unpleasant conditions, including noise; outdoor working; verbal abuse.
- Some occasional support required to support pupils with toileting issues where nappies are being used.
- The job may include clearing up blood or other bodily fluids of children after accident or sudden illness.

Person Specification

	Essential	Desirable
Qualifications & Professional Development	<ul style="list-style-type: none"> NVQ Level 2 or equivalent in Early Years or Teaching Assistance and/or competent maths and English skills, preferably to GCSE Grade C minimum or equivalent. Ability to effectively use ICT to support learning. 	<ul style="list-style-type: none"> A first aid qualification, including paediatric first aid.
Experience	<ul style="list-style-type: none"> Experience of working in a school either in a paid or voluntary capacity. Experience of adhering to school or work policies and procedures relating to health and safety, behaviour/conduct, attendance, equal opportunities and child protection. 	<ul style="list-style-type: none"> Some experience working with children with SEN and/or Speech and Language delay. Experience of implementing a therapeutic or trauma-informed approach to behaviour
Knowledge & Understanding	<ul style="list-style-type: none"> Knowledge of child development. 	<ul style="list-style-type: none"> Sound understanding of the EYFS Curriculum and the Primary National Curriculum.
Professional Skills	<ul style="list-style-type: none"> The ability to communicate effectively both orally and in writing. Good personal organisation Ability to work independently and as part of a team. Ability to show initiative in a range of situations. Ability to work with sensitivity and respect. Ability to interact positively with pupils, parents and colleagues. Some experience of planning as part of a team. Participation in training and development activities. 	
Personal attributes & aptitude	<ul style="list-style-type: none"> Confidence, warmth, sensitivity, reliability, and enthusiasm. Good interpersonal skills. Dedicated and loyal. 	
Safeguarding	<ul style="list-style-type: none"> Secure knowledge of Part 1 of 'Keeping Children Safe in Education: for schools and colleges' including what staff should do to support the welfare of children and young people. 	<ul style="list-style-type: none"> Experience of using CPOMs
Equalities	<ul style="list-style-type: none"> Commitment to equality of opportunity for all regardless of gender, disability, religion, and ethnic origin. 	<ul style="list-style-type: none"> Relevant professional development relating to equalities