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**Teaching Assistant**

**JOB DESCRIPTION**

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| **ROLE** |

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.

To support the teaching staff in creating, inspiring and embodying the Christian ethos of St Andrew’s C of E (VA) Primary School and Nursery.

To secure the vision and values with all members of the school community and ensuring an environment for teaching and learning that empowers both staff and pupils to achieve their highest potential.

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| **Duties** |

**GENERAL**

* Implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to pupils’ responses as appropriate
* Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress and behaviour
* Support the teacher in monitoring, assessing and recording pupil progress/activities
* Support the teacher in observing the children’s learning and development following the EYFS Statutory Framework and National Curriculum
* Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher
* Support learning by arranging/providing resources for lessons/activities under the direction of the teacher and following the EYFS Statutory Framework and National Curriculum
* Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate
* Support pupils with additional needs
* Share information about pupils with other staff, parents / carers, internal and external agencies, as appropriate
* Understand and support independent learning and inclusion of all pupils as required

**Teaching Assistants may also undertake some or all of the following:**

* Work with individual pupils with special educational needs
* Work with pupils for whom English is not their first language
* Assist in the development of individual development plans for pupils
* Lead groups/class for enrichment programmes
* Using material provided by the class teacher to cover the whole class for absences
* Support the work of volunteers and other teaching assistants in the classroom
* Support the use of ICT in the curriculum
* Assist in escorting and supervising pupils on educational visits and out of school activities
* Select, prepare and clear away classroom materials and learning areas ensuring they are available for use, including developing and presenting displays
* Support pupils in developing and implementing their own personal and social development
* Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence
* Monitor and manage stock and supplies for the classroom
* Provide short term cover supervision of classes
* Lead a particular area within the school

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| **Knowledge/Competencies** |

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| **Knowledge**  NVQ level 3 in numeracy & literacy (or equivalent)  **Early Years Level 3 trained (essential)**  Intermediate knowledge of ICT  Basic knowledge of Health, wellbeing and safety  Awareness of Keeping Children Safe in Education 2024  Basic knowledge of First Aid  Awareness of a broad range of SEND needs, including autism, ADHD and communication and language needs  Awareness of data protection and confidentiality  Understanding of the school’s ethos and values | **Competencies**  Communication (written and verbal)  Problem Solving  Team working  Active Listening  Motivation |

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| **Equalities** |

Be aware of and support differences and ensure that pupils have equality of access to opportunities to learn and develop. Contribute to a working environment that supports equal opportunities and anti-discriminatory practice.

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| **Health and Safety** |

# Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection; and report all concerns to an appropriate person.

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| **Disclosure and Barring Service** |

*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.*

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| **Additional Information** | |

* To share in the joint responsibility for the well-being and good discipline of all pupils.
* With supervision, to provide a learning environment that is in line with school policies and is clean, tidy and safe at all times.
* To attend staff meetings and other meetings as appropriate
* To participate fully in the school appraisal cycle by taking responsibility for understanding TA standards and meeting deadlines for achieving targets.
* To undertake necessary training through the staff development programme.
* To adhere to all school policies and be familiar with their expectations.
* To form and maintain positive relationships with pupils, staff, parents and the community.
* To work co-operatively as part of a staff team, initiating and developing ideas.
* To demonstrate a clear understanding of our Vision and Values and provide a role model to the children in promoting these.
* To co-operate and liaise with other professionals and colleagues from other agencies.
* To support and contribute to the school’s responsibility for safeguarding children.
* To adhere to school code of conduct and Home/School expectations.
* To contribute to whole school community events and support these as and when able to.

**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.**

This role will be reviewed annually as part of the performance management process.

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| **Supervision** |

A class teacher manages the jobholder. The school’s performance management policies and practice determine the frequency of meetings.