


<b>Job Description</b>			
<b>Title</b> <b>TEACHING ASSISTANT - PRIMARY</b> (previously grade 1 qualified /grade 2 unqualified)  <b>Grade 3 scp 5-7</b>	<b>School</b> <b>East Markham Primary School</b>	<b>Post Ref</b> <b>Profile Learning Support 3a PRI</b>	
<b>Job Purpose</b> To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area, with direct support available from the teacher or senior member of staff.			
<b>Key Responsibilities</b> <ol style="list-style-type: none"> <li>1. Supervising and providing particular support for pupils, including those with special needs, ensuring their safety and access to learning activities</li> <li>2. Planning and providing practical assistance in relation to identified physical needs</li> <li>3. Assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes</li> <li>4. Establishing a constructive relationship with pupils and interact with them according to individual needs</li> <li>5. Promoting the inclusion and acceptance of all pupils</li> <li>6. Encouraging pupils to interact with others and engage in activities led by the teacher</li> <li>7. Setting challenging and demanding expectations and promote self-esteem and independence</li> <li>8. Providing feedback to pupils in relation to progress and achievement under guidance of the teacher</li> <li>9. Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work</li> <li>10. Using strategies, in liaison with the teacher, to support pupils to achieve learning goals</li> <li>11. Assisting with the planning of learning activities</li> <li>12. Monitoring pupils' responses to learning activities and accurately record achievements/progress as directed</li> <li>13. Providing detailed and regular feedback to teachers on pupils' achievement, progress, barriers to learning etc.</li> <li>14. Promoting good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour</li> <li>15. Establishing constructive relationships with parents/carers</li> <li>16. Administering routine tests and invigilating exams and undertake routine marking of pupils' work</li> </ol>			

Grade 3 LEARNING SUPPORT PRI

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17. Providing clerical/admin support e.g. photocopying, typing, filing, money, administer coursework etc
18. Assisting the teaching staff in the smooth transition between educational phases
19. Supporting pupils in their learning in all areas of the curriculum
20. Undertaking structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
21. Undertaking programmes linked to local and national learning strategies e.g. literacy, numeracy, early years recording achievement and progress and feeding back to the teacher
22. Supporting the use of ICT in learning activities and developing pupils' competence and independence in its use
23. Supporting pupils and teacher during PE and other practical activities
24. Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity and assisting pupils in their use
25. Assisting with the supervision of pupils at break times
26. Accompanying teaching staff and pupils on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher

### **General Responsibilities**

27. Being aware of and comply with school policy and procedures particularly in respect of Child Protection and Health and Safety
28. Being aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
29. Contributing to the overall ethos/work/aims of the school
30. Ensuring the safe organisation of learning activities and the physical teaching space and resources for which they have responsibility
31. Appreciating and supporting the role of other professionals
32. Attending relevant meetings as required
33. Participating in training and other learning activities and performance development as required
34. Being aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences as appropriate
35. Any other curriculum duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific terms, following consultation with the Recognised Trade Unions
36. To promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact with during the course of your duties and responsibilities. Your conduct must at all times be in accordance with the school's policies and procedures
37. To report any causes for concern relating to the welfare and safety of children to the designated person, and the head teacher, or if unavailable the designated safeguarding governor or a member of the senior leadership team
38. To attend safeguarding training as required by the school and maintain your knowledge and understanding of your responsibility for safeguarding children in this school

## ***Person Specification***

### ***Education and Knowledge***

A) Good literacy and numeracy skills gained from general education to GCSE 'O' level/Adult Literacy and Numeracy level 2/NVQ level 2 standard or equivalent together with a knowledge of child protection/procedures, together with a working knowledge of national curriculum and other relevant learning programmes/strategies.

B) Good literacy and numeracy skills gained from general education to GCSE 'O' level/ Adult Literacy and Numeracy level 2/NVQ level 3 for Teaching Assistants or equivalent qualification or experience, together with a working knowledge of national curriculum, early years curriculum and other relevant learning programmes/strategies

### ***Experience***

Ideally, experience of working with children with additional needs although this is not essential.

### ***Personal skills and general competencies***

- Be innovative in his/her approach to learning, which enthuses and inspires our children;
- create an inclusive learning environment, promoting independence;
- have high expectations of all groups of children;
- have a growth mindset;
- work closely, as part of a team, to ensure continuity and effective transition;
- build positive partnerships with parents and families to ensure children are happy and ready to learn;
- be willing to get fully involved in the life of the school, building positive partnerships with the community;
- enjoy school life and all that it involves, with a kind heart, positive outlook and sense of fun.