


<b>Job Description</b>			
<b>Title</b> TEACHING ASSISTANT - PRIMARY	<b>School:</b> Hucknall National C of E Primary School	<b>Post Ref</b>	
<b>GRADE: 4</b>			
<b>Job Purpose</b> To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development.			
<b>Key Responsibilities</b> <ol style="list-style-type: none"> <li>1. Assessing the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning</li> <li>2. Liaising sensitively and effectively with parents and carers with regards to their role in pupils' learning and respecting confidentiality</li> <li>3. Use knowledge of age related expectations of pupils in the cycle of planning, being familiar with the main teaching methods and assessment framework in the relevant subjects</li> <li>4. Establishing productive working relationships with pupils</li> <li>5. Developing and implementing Individual Education Plans in partnership with teacher/SENCO</li> <li>6. Promoting the inclusion and acceptance of all pupils within the classroom</li> <li>7. Supporting pupils consistently whilst recognising and responding to their individual needs, encouraging interaction and cooperative work with others and engage all pupils in activities</li> <li>8. Promoting independence and employing strategies to recognise and reward achievement of self reliance</li> <li>9. Providing feedback to pupils in relation to progress and achievement</li> <li>10. Undertaking activities with individuals, groups or whole classes to ensure their safety and facilitate their physical, emotional and educational development</li> <li>11. Taking an active role as appropriate to develop relevant multi-agency approaches to supporting pupils</li> <li>12. Attending to pupils' personal needs and provide advice to assist in their social, health and hygiene development</li> <li>13. Organising and managing appropriate learning environment and resources</li> </ol>			

14. Within an agreed system of supervision, plan challenging teaching and learning objectives and evaluate and adjust lessons/work plans as appropriate, selecting and preparing a range of teaching resources that meet the diversity of pupils' needs and interests
15. Planning, preparing and delivering lessons for individual pupils, groups and whole classes (under the overall direction of the teacher)
16. Monitoring and evaluating pupils' responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
17. Providing objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
18. Recording progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
19. Promoting positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
20. Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc
21. Administering and assessing routine tests and invigilate exams/tests
22. Undertaking home visits
23. Establishing constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
24. Facilitating smooth transition between educational phases
25. Production of lesson plans, worksheets, plans etc
26. Supporting pupils in their learning in all areas of the curriculum
27. Implementing agreed learning activities/teaching programmes, adjusting activities according to pupil responses
28. Implementing local and national learning strategies e.g. literacy, numeracy, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
29. Using ICT effectively to support learning activities and developing pupils' competence and independence in its use
30. Selecting and preparing resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds
31. Advising on appropriate deployment and use of specialist aid/resources/equipment
32. Providing cover for the provision of PPA time for teaching staff, plus short term cover for absence for other staff
33. Delivering out of school learning activities within guidelines established by the school
34. Contributing to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class

### **General Responsibilities**

35. Be aware of and comply with school policy and procedures particularly in respect of Child Protection and Health and Safety
36. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
37. Contribute to the overall ethos/work/aims of the school
38. Ensuring the safe organisation of learning activities and the physical teaching space and resources for which they have responsibility
39. Attend and participate in regular meetings
40. Participate in training and other learning activities as required
41. Be aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences as appropriate
42. 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
43. 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
44. 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
45. To attend safeguarding training as required by the school and maintain your knowledge and understanding of your responsibility for safeguarding children in this school

Note: It is expected that duties will be undertaken within contracted hours unless by agreement

<b>Person Specification</b>	
<p><b>Education and Knowledge</b></p> <p>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 and experience together with a working knowledge of national curriculum/early years curriculum, and other relevant learning programmes/strategies; alternatively, HLTA status.</p>	<p><b>Personal skills and general competencies</b></p> <p>It would be desirable to share the values of the school and support the Christian ethos of our school.  Knowledge and understanding of pupils with SEND.  Dedicated and committed to working in a school environment and the working hours associated with this.  Working as part of a team.  Able to take direction from the class teacher.  The ability to be flexible and to work across the school.  Commitment to safeguarding children and working within statutory frameworks.</p>
<p><b>Experience</b></p> <p>Experience in EYFS/KS1 would be desired so that competencies in this educational phase could be evidenced.  Experience of leading groups of children and leading interventions would be desired.</p>	

<b>Factor</b>		<b>Factor Definition and Relevant Job Information</b>	
<b>1</b>	<b>Knowledge</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 and experience together with a working knowledge of national curriculum/early years curriculum, and other relevant learning programmes/strategies; alternatively, HLTA status.	
<b>2</b>	<b>Interpersonal/ Communication Skills</b>	Using persuasive skills to encourage children's' learning and development including whole classes; more complex exchanges with a range of audiences e.g. pupils, parents and carers, colleagues and students, outside agencies.	
<b>3</b>	<b>Physical Skills</b>	Use of computer keyboard to input basic alpha/numeric information as part of basic record keeping, also in learning situations with pupils; use of specialist equipment e.g. hoist to move a pupil as required.	
<b>4</b>	<b>Initiative &amp; Independence</b>	Required to deal with unanticipated problems in a variety of school situations e.g. short term/immediate redeployment of staff to cover a class or group of children; take appropriate action to prevent a situation worsening e.g. to support a distressed visitor to school; organises own workload and the workload of others where appropriate.	
<b>5</b>	<b>Physical Demands</b>	Long periods of standing, also sitting down, often on small chairs, kneeling and bending with pupils; setting out classrooms and learning environments; moving and handling using special equipment e.g. pushing a wheelchair containing a pupil; carrying resources e.g. rolls of paper, play equipment; bending stretching and use of step ladder for display work.	
<b>6</b>	<b>Mental Demands</b>	Applying sensory concentration, working very closely for periods, including observing reactions and behaviour, with individual and groups of pupils, up to whole classes; dealing with conflict situations between members of the group; high work related pressure from regular interruptions e.g. being called to other classes, conflicting demands e.g. persistent behaviour issues.	
<b>7</b>	<b>Emotional Demands</b>	A) Working on an ongoing basis with children, some of whom have short or longer term emotional, additional or special needs.	
		B) Working on an ongoing basis with children, many of whom have special needs and exhibit challenging behaviour, including Autism, Dyslexia, Dyspraxia, Visual Difficulties, Hearing Difficulties and Physical Difficulties; also terminally ill children and those who suffer from seizures or epilepsy.	
<b>8</b>	<b>Responsibility for People</b>	Contributing to IEPs/teaching plans/PIVATS and the review of these, to suit specific pupils; assessing and responding to the holistic needs of pupils; contributing to the planning to facilitate the development of future life skills.	

<b>13</b>	<b>Working Conditions</b>	Duties involve regular contact with children; there is also risk of exposure to abuse and/or aggression from pupils and/or adults; assisting pupils with toileting and dealing with bodily fluids.
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