

JOB PROFILE

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| Job Title | Teaching Assistant – Level 1 (Supporting & Delivering Learning) | Pay Band | Level 2 Scale Point 2 - 4 |
| Reports to | TA Manager | Hours | KS1 or KS2 FT: 8.50-3.30 daily yet 4pm finish on Friday, 31.33 hours a week, term time plus 1 week to attend all INSET days (39 weeks), 30 mins for lunch |
| Location | Holy Family Catholic Primary School | Department | Teaching Support |

Job Purpose

To work under the direct instruction/guidance of teaching staff to undertake work/care/support programmes, to enable access to learning for pupils (Nurse to Year 6) 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. Supervise lunchtimes.

Principal Accountabilities

- Supporting Pupils' Learning
 - Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.
 - Assist with the development and implementation of Individual Education /Behaviour Plans and Personal Care programmes.
 - Attend to the pupil's personal needs and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters.
 - Supervise and support pupils ensuring their safety and access to learning.
 - Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
 - Promote the inclusion and acceptance of all pupils.
 - Encourage pupils to interact with others and engage in activities led by the teacher.
 - Set challenging and demanding expectations and promote self-esteem and independence.
 - Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher.
- Supporting Teachers
 - Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
 - Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
 - Assist with the planning of learning activities.
 - Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
 - Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
 - Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
 - Establish constructive relationships with parents/carers.
 - Administer routine tests and assessments and undertake routine marking of pupils' work.
 - Provide clerical/administrative support e.g. photocopying, typing, filing, collecting money etc.

- Support for the Curriculum
 - Assist in the preparation and development of agreed curriculum activities.
 - Undertake programmes linked to local and national learning strategies e.g. literacy and numeracy, RWInc and early years, recording achievement and progress and feeding back to the teacher.
 - Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
 - Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.
- Support for the school
 - Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
 - Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
 - Contribute to the overall ethos/work/aims of the school.
 - Appreciate and support the role of other professionals.
 - Attend relevant meetings as required.
 - Participate in training and other learning activities and performance development as required.
 - Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
 - Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of a teacher.

Key interfaces

- Teachers
- Pupils
- Teaching Assistant Manager
- Teaching Assistants
- Headteacher
- Parents

Essential Capabilities

Skills

- Understand and respect social, cultural, linguistic, religious and ethnic backgrounds.
- Able to build and maintain successful relationships relating well to children and adults
- Excellent team working skills
- Promote positive values, attitudes and behaviour
- Proactive, enthusiastic and self-confident
- Understand the roles of parents and carers in pupils' learning and development
- Demonstrate a willingness and ability to improve own practices
- Good organisation and time management
- Proven ability to think and act clearly and incisively
- Excellent written and verbal communication and interpersonal skills
- Ability to work at a high standard
- Understanding of relevant policies/codes of practice and awareness of relevant legislation
- Able to use own initiative and seek guidance when required
- Strong commitment to a high level of confidentiality
- Flexible, adaptable and resilient

Essential Qualifications

- Good numeracy and literacy skills.
- Completion of DfES Teacher Assistant Induction Programme.
- NVQ 2 for Teaching Assistants or equivalent qualifications or experience.
- Training in relevant learning strategies e.g. literacy RWInc
- First aid training.

Expertise

- Training in relevant learning strategies e.g. Read Write Inc
- Good understanding of National and school curriculum
- Experience of working with relevant age groups within a learning environment
- Effective use of ICT to support learning

Experience

- Use of other equipment and technology to support learning - video, camera, photocopier, ipad etc
- Basic understanding of child development and learning
- Able to work constructively as part of a team, understanding classroom roles and responsibilities
- Understand a range of strategies to support learning and establish a purposeful learning environment
- Understand health and safety issues relating to teaching space and resources and be able to organise and manage learning activities in a safe environment
- Understand the legal definition of Special Educational Needs (SEN) and the importance of IEPs
- Knowledge of teaching resources to meet the diversity of pupils' needs and interests
- Awareness and understanding of pupil assessment activities
- Understand issues relating to equal opportunities, bullying and harassment and be able to respond effectively to incidents and issues
- Have a proven track record of dealing with confidential information with discretion and integrity
- Awareness of learning in out-of-school contexts and related policies and procedures

Leadership Behaviours

All Holy Family School Employees should role model School behaviours, effective working and demonstrate their commitment to the culture and vision of Holy Family School. All employees are responsible for motivating and inspiring others and are accountable for the atmosphere in which they work.

Culture

1. We believe our school should be a happy and caring place where children want to come and where they will feel secure
2. We believe that every individual in the school should be accorded the respect and dignity that is the right of every person
3. We aim for genuine excellence in each individual in every sphere of activity
4. We believe the above can be achieved by our working through open and participative structures

Communicating a common vision

Trying to make the world a better place through creating a learning environment based upon gospel values where every adult and child become better people.

Agreeing accountabilities

1. Has an approachable style that enables people to raise concerns (e.g. about safety, ethics or performance)
2. Takes responsibility for developing themselves and others
3. Holds themselves and others accountable for the standard of delivery with clear links between performance and consequences

Motivating and inspiring others

1. Be responsive to feedback about your own performance and behaviours
2. Lead by example and be willing to do what you ask of others
3. Encourage others to question things and take informed risks