

JOB DESCRIPTION

Job Title:	Teaching Assistant Level 1
Job Reference:	SCH013
School:	Talbot Primary School
Salary Grade:	C
Responsible to:	Deputy Headteacher

Main Job Purpose

1. Work within the school as part of a team, under the general direction of the Headteacher who will be responsible for the overall policy of the educational programme and for matters of control and discipline within the school.
2. To work as a midday supervisor to ensure the safety, general welfare and conduct of pupils during the midday break period.

Main Responsibilities and Duties

Support the pupil by:

- 1) Undertaking activities with either individuals or groups of children to ensure their safety and facilitating their physical, emotional and educational development.
- 2) Carrying out pre-determined educational activities and work programmes whilst promoting independent learning under the supervision of the teacher.
- 3) Working to establish a supportive relationship with the children and parents concerned.
- 4) Encouraging acceptance and inclusion of children with special needs.
- 5) Promoting and reinforcing the children's self-esteem.
- 6) Ensure that lunch periods are purposeful and creative play is encouraged.

- 7) Be accessible to the children in the area of the school allocated to supervise, circulating throughout that area of the playing areas or classrooms and also taking up viewing positions that allow maximum visibility of the playing areas or classrooms.
- 8) Undertake such other duties as may be required from time to time commensurate with the level of the post. The particular duties and responsibilities attached to the post may vary from time to time without changing the general character of the duties or the level of responsibility entailed

Support the teacher by:

- 9) Monitoring individual children's needs and reporting these to their designated supervisor as appropriate.
- 10) Keeping such records of the children's development as are required by the school.

Support the school by:

- 11) Being aware of and working in accordance with the school's policies and procedures.
- 12) Respecting confidential issues linked to home, other pupils, teachers, work or school, keeping confidences as appropriate, and acting on these matters as directed by the teacher.

Support personal development by:

- 13) Participating in the school's appraisal and employee development procedures.
- 14) Attending relevant training and development opportunities as required by the Headteacher.

Generally:

- 15) Support the school's fire and emergency procedures by being familiar with the instructions for staff and children, located in all of the teaching areas, and take appropriate action should the need arise.
- 16) Retain the confidentiality of all aspects of school life.
- 17) Comply with all decisions, policies and standing orders of the school and the Hamwic Education Trust; comply with any relevant statutory requirements, including Equal Opportunities legislation, the Health and Safety at Work Act and the Data Protection Act.
- 18) Have a commitment to Child Safeguarding, to promoting the welfare of children and young people in accordance with the school's agreed procedure, and to meeting the requirements of Keeping Children Safe in Education (KCSiE).

Supervision and Management of People

- 1) Little or no supervisory responsibility other than assisting work familiarisation of peers and new recruits.

Knowledge and Skills

- 1) Experience of working with children in an educational setting is an advantage.
- 2) The post holder will require discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, the ability to work within a team, and good oral communication.
- 3) An education standard equating to GCSE grade C in English, Mathematics and Science would be an advantage, together with a qualification relevant to supporting the learning process in schools.

Creativity and Innovation

- 1) Within prescribed school guidelines and under the direction of the teacher, implement a range of strategies to engage individuals and groups of pupils, often with differing requirements, in learning activities.
- 2) Use a variety of interpersonal techniques to establish supportive relationships with pupils, parents and carers.
- 3) Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher.
- 4) The post encompasses a range of tasks involving application of readily understood rules, procedures or techniques.

Contacts and Relationships

- 1) Regular contact with all staff and occasional contact with parents or carers to pass on and receive information, advice, guidance, suggestions and ideas.
- 2) Contact with pupils on well-established matters providing readily available information or assistance, or occasionally dealing with issues where the outcome may not be straightforward.

Decisions

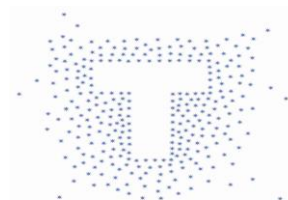
- 1) Within the agreed school policies, guidelines and rules, decide when and how to apply a range of strategies for the benefit of pupils in relation to their educational activities, behaviour and care.
- 2) These decisions often need to be made immediately to deal with the situation presented.

Resources

- 1) Little or no responsibility for physical or financial resources.

Work Environment

- 1) The post holder may be required to deal with routine issues which arise but which will not involve a change to the programme.
- 2) The post holder may be required to exert moderate physical effort, for example periods of crouching/bending to engage pupils in activities. There may be an occasional need to physically lift pupils for safety or care needs.
- 3) The post holder will be expected to challenge behaviour of pupils.
- 4) There may be a requirement to attend to a pupil with soiled clothing due to sickness or toileting problems.



PERSON SPECIFICATION

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ATTRIBUTES	CRITERIA	Level 1	Level 2	Level 3	METHOD OF ASSESSMENT
Experience	<ul style="list-style-type: none"> • Experience of working with children • Experience of working with children in an educational environment • Experience of working with children who have a variety of educational needs 	*	*	*	Application form Interview References
Qualifications & Training	<ul style="list-style-type: none"> • 5 GCSE's with a minimum grade C or above in English and Mathematics, or equivalent qualifications or relevant experience • Working towards NVQ Level 2 or equivalent • NVQ Level 2 qualification or equivalent • Working towards NVQ Level 3 or equivalent • NVQ Level 3 qualification or equivalent 	*	*	*	Application form Certificates Interview
Aptitudes & Abilities	<ul style="list-style-type: none"> • Excellent verbal communication skills • Patience and commitment • Ability to remain calm and make decisions whilst under pressure • Good organisational and planning skills • Excellent evaluation and monitoring skills 	*	*	*	Application form Interview References

	<ul style="list-style-type: none"> • Ability to work under own initiative • Ability to respond sensitively and flexibly to competing demands from pupils • Ability to handle confidential information with discretion • Ability to supervise and mentor others • Ability to cope with personal hygiene needs and respond sensitively to pupils' needs • Ability to support children with Special Educational Needs • Ability to lead groups of children, applying appropriate behaviour and learning strategies • Ability to lead whole classes • Ability to apply a wide range of strategies for the benefit of the pupil 	<ul style="list-style-type: none"> * * * * * * * * * 	<ul style="list-style-type: none"> * * * * * * * * * 	<ul style="list-style-type: none"> * * * * * * * * * 	
Knowledge	<ul style="list-style-type: none"> • Understanding of the school's health and safety policy • Understanding of basic first aid procedures • Knowledge and understanding of the National Curriculum including literacy and numeracy strategies • Understanding of lesson plans • Excellent knowledge of the five outcomes of Every Child Matters • Understanding of Individual Learning Plans • Knowledge of school's behaviour and management policy and procedures • Knowledge of Child Safeguarding 	<ul style="list-style-type: none"> * * * * * * * * 	<ul style="list-style-type: none"> * * * * * * * * 	<ul style="list-style-type: none"> * * * * * * * * 	Application form Interview References
Attitude / Motivation	<ul style="list-style-type: none"> • A commitment to developing children as independent learners 	<ul style="list-style-type: none"> * 	<ul style="list-style-type: none"> * 	<ul style="list-style-type: none"> * 	Application form Interview

	<ul style="list-style-type: none"> • A commitment to developing yourself through continuing education and training • Enthusiasm • Empathy • Self-motivated • Team player 	*	*	*	References
Other Factors	<ul style="list-style-type: none"> • A flexible and adaptable approach • Willingness to continue and maintain professional development • Commitment to Equal Opportunities • Enhanced DBS check 	*	*	*	Application form Interview References DBS process