Job Description: Classroom Teaching Assistant

Post Details

School/setting:	Christchurch Infant School/ Christchurch Junior School/ Stourfield Infant School/ Stourfield Junior School/ Twynham Primary School
Post type:	Support Staff
Grade/Pay Level:	Grade 5
Responsible to:	SENDCo or other nominated senior school leader

Main Purpose

Responsible for supporting a range of pupils across the school. The role will include class-based support, small group support, and for the most part delivered on a one-to-one basis.

To assist the Headteacher/SENDCo/Class Teachers in ensuring pupils achieve their full potential and that their academic needs, social emotional development are met. This will include: support within the classroom, small group and 1:1 working.

Breaking down barriers through building relationships with colleagues and pupils ensuring a stable, caring and supportive learning environment that encourages personal, academic, social and moral development.

Working with a range of pupils including those working above expectations, pupil(s) with a disability, learning barriers and social emotional mental health needs.

Main Duties and Responsibilities

- To support the teaching and learning processes.
- To assist the SENDCo/Class Teacher in the assessment of pupil need and capability, and developing, implementing and managing predominantly small group/individual pupil learning strategies aimed at:
    - management of pupil learning and behaviour
    - establishing and maintaining of relationships with pupils in support of the learning activities
    - continuous review and development of the post holder's professional practice/skills and competences
    - inclusivity of pupils with identified SEN needs
    - supporting equity in learning and accessing the wider curriculum
- Under the guidance of direction of the teacher/SENDCo, develop, maintain and apply knowledge and understanding of identified pupils' specific learning needs. Ensure that support is given commensurate with the specified need of the pupil.
- Carry out a range of teaching support tasks, especially:
    - supporting and directing literacy and numeracy tasks, clarifying and explaining instructions
    - develop independence and resilience of pupils within their learning
    - support the removal of barriers to enable a pupil to meet their full potential
    - Focussing on areas needing improvement both academic and social/emotional
- To support the use of ICT in the classroom and work with and support pupils to ensure they are able to use ICT and other specialist equipment to enhance their learning.
- Motivate and encourage pupils to concentrate on, and fulfil, the tasks set.

- Undertake learning activities under the guidance of the Class Teacher with pupils of varying abilities to ensure access to the curriculum.
- Seek to ensure the promotion and reinforcement of pupils' self-esteem, appropriate levels of effort and behaviour and to guide pupils to become independent learners.
- Contribute to the assessment of pupils' learning, in particular with regard to Literacy, Numeracy, Science and ICT skills.
- Contribute to the implementation of the National Curriculum and specific individual pupil targets and/or group targets.
- To promote pupils' academic, social and emotional development and assist teaching staff in the development of learning strategies, with the provision of teaching and learning resources and in the preparation and maintenance of a safe, secure and suitable learning environment.
- To assist in the development, monitoring and evaluation of programmes of work.
- To use IT systems for administration and educational purposes.
- To contribute to and assist in the development and monitoring of systems for review and recording of pupils' progress, both academic and social.
- To assist in the preparation, organisation and maintenance of the pupil's work and their equipment, including assistance with and creation of material display, make basic visual aids, art and craft materials, mounting and displaying pupils' work.
- To assist in the preparation for educational visits, and where appropriate accompanying/supervising pupils undertaking off-site activities.
- To attend and contribute to school staff meetings and in-service training within contracted hours or outside normal hours by agreement, and in particular to contribute to the assessment and progress identification of individual pupils.
- To contribute to the process of school self-review.
- To supervise identified pupil(s) using cloakrooms, showers and toilet facilities. Undertake personal care of pupils if required.
- Supervise the pupils in playgrounds and when entering and leaving using school transport. To escort pupils to school or parental transport, home or to hospital as necessary and/or support in the integration/re-integration of the pupil.
- To liaise with parents and other professional agencies in support of the identified pupil's needs.
- To provide care and supervision of identified pupils within the classroom, within the school and outside of the school.
- To undertake lunch duties daily and break duties as required (these would normally be timetabled).
- To develop an understanding of, and provide for, pupils' specific personal needs to ensure a safe learning environment. This may include providing some direct personal care, support and assistance to the pupil in respect of toileting, eating, mobility and dispensing medication.
- To assume sole supervision of the identified pupil(s). This may include whole classes for short periods in the absence of the teacher.
- Under the direction of Health Service professionals, undertake activities in support of occupational, physio and speech therapy.
- Under the direction of teaching staff and, where appropriate, to assist in the development of Individual Education Plans for pupils with special educational needs and contribute to IEPs.
- To work with pupil groups, using a range of strategies to gain acceptance and inclusion of pupils with special educational needs.
- Monitor and support pupils/students/volunteers placed within the school on work experience programmes.
- To assist in the supervision of Standard Assessment Tasks and tests / assessments as directed.
- To assist in the preparation and maintaining the learning environment.

- To contribute to the assessment by the teacher of pupil performance in maintaining records of pupil performance and achievement, noting areas of weakness and need for development and drawing to the teacher's attention areas requiring further review.
- To observe and comment upon pupil performance, conduct, behaviour and interaction with peer group and parents.
- To contribute to the planning and evaluation by the teacher of individual (and group) pupil's learning activities.
- To contribute to the induction and support the development of individual Teaching Assistants' professional practice, and specifically the sharing of relevant parts of the specified competences /skills held by the potholder.
- Use a variety of interpersonal techniques to establish supportive relationships with pupils, parents and carers.

Safeguarding Duties and Responsibilities

- Promoting and safeguarding the welfare of children and young people in accordance with the school's Safeguarding and Child Protection policies.

Other Duties

Where a current First Aid qualification is held:

- Maintain First Aid equipment and materials, and dispense medicines in accordance with school policy and Health and Safety guidelines.
- Undertake First Aid

All Twynham Learning staff may periodically be expected to carry out tasks and duties within their area of competence that are not listed herein, as directed, to meet the needs of the Trust. The particular duties and responsibilities may vary from time to time.

Twynham Learning Attributes for all Staff

Ambition for excellence	Inclusiveness
Professionalism	Positivity
Humility	Community-mindedness
Championing change	Being collaborative

Qualifications, Knowledge, Skills and Attributes Required

Essential:

- Experience of working with children in an educational setting and ability to relate to children in and out of the classroom
- Education equivalent to GCSE Grade C in English, Mathematics and Science or NVQ level 2 or 3 / BTEC in Learning Support
- Experience of supporting pupils who have additional or special educational needs
- A good understanding of how children learn. Skilled at interpreting plans to meet individual or group needs and creating resources to support an individual's learning, with creativity and innovation
- Flexibility and ability to work as part of a team
- Self-motivation, good personal organisation and ability to use own time effectively

- Ability to keep safe working practice
- Ability to evaluate children's progress and feedback to teaching staff
- Commitment to own continuous professional development/learning
- Discretion, loyalty, commitment, patience, firmness. Significant empathy with pupils who have additional or special educational needs
- Strong oral communication skills

Desirable:

- Background knowledge of the National Curriculum and School's procedures and policies.
- Where appropriate, to be prepared to undertake special skills training e.g. signing, to meet additional educational and communication needs
- Knowledge of pupils' individual targets and, where appropriate, more specialised knowledge in specific curriculum areas
- Knowledge of legislation and regulations applicable to the support and care of pupils

Notes
• This job description may be amended at any time in consultation with the post holder.

Glossary
Explanations of any abbreviations or jargon contained in this job description can be found in our Twynham Learning Glossary.