



## **JOB DESCRIPTION: TEACHING ASSISTANT SCALE 2 & MIDDAY ASSISTANT**

'The primary role of the teaching assistant should be to work with teachers to raise the learning and attainment of pupils while also promoting their independence, self-esteem and social inclusion. They give assistance to pupils so that they can access the curriculum, participate in learning and experience a sense of achievement.'

Professional Standards for Teaching Assistants, June 2016

All teaching assistants at Hursthead Junior School are expected to work to meet these Professional Standards.

**Responsible to: Head Teacher/ Deputy Head**

**Lunchtimes: Head Teacher/ Deputy Head**

**Responsible for: No responsibility for staff**

### **Main Purpose of the Job:**

- To assist with the integration and inclusion of all pupils including those with special educational needs
- To support the teaching and learning for children within a small group or on an individual basis within the classroom or on a withdrawal basis
- To provide support to teaching staff throughout the school
- To be an integral part of the school working in close partnership with all staff

### **Major Duties and Responsibilities:**

- To support learning and behaviour, assisting & supervising children in or outside classes under the direction of the teacher
- To support individual pupils with SEND, as required, under the direction of the teacher
- To provide assistance in the development of learning resources within the school
- To plan, develop, deliver and evaluate small group interventions
- To undertake basic first aid duties and attend to sick children
- To provide support for children with physical needs
- To provide clerical assistance as necessary e.g. reading records
- To engage in professional development opportunities in line with the School Development Plan priorities
- To accompany trips and visits out of school, supporting the teacher in keeping the children safe at all times
- To act in accordance with school policy and promote the ethos of the school, including applying all health and safety policies
- To promote safeguarding and children's welfare, including the PREVENT agenda, reporting any concerns immediately to the Designated Safeguarding Leads

### **Job Activities:**

#### **Planning**

- To assist with the development and implementation of Individual Support and Behaviour Plans
- To work with the teacher in lesson planning, evaluating and adjusting lessons/ plans as appropriate to meet the needs of individuals and small groups

### **Monitoring and Assessment**

- To provide feedback to teachers and pupils in relation to progress and achievement
- To monitor and evaluate pupils' responses to learning activities through observation and planned recording of progress and attainment
- To be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- To participate in reviews as required by the teacher/ SENCO

### **Teaching and Learning**

- To implement agreed learning activities, adjusting them according to pupil responses/ needs
- To support the use of ICT in learning activities and develop pupils' competence and independence in its use
- To help pupils access learning activities through specialist support
- To administer and assess routine tests e.g. reading age tests

### **General**

- To encourage pupils to interact and work cooperatively with others, engage in learning and to develop independence
- To be aware and support difference and ensure all pupils have equal access opportunities to learn and develop
- To prepare, care for and store resources
- To assist with supervision during break, lunchtime and during educational visits
- To provide First Aid and attend to sick children, including providing intimate care, when necessary, and maintaining hygiene standards
- To provide support for children with physical needs e.g. assisting with moving around the classroom and school, assistance with feeding and changing and assisting with safe use of classroom equipment.
- To support in the delivery of food technology lessons

### **Midday Assistant role**

- Supervision of children during the lunch period including leading and initiating play with small groups of children
- Supervision of children in the toilets, corridors and dinner hall, including assisting with the clearing of tables and chairs, providing drinks, clearing trays and keeping the floor clear of spillages and waste
- Ensuring that hygiene and safety standards are maintained and taking action to reduce or eliminate any risks
- Undertaking First Aid duties
- Reporting any wellbeing or safeguarding concerns to class teachers or the DSL

### **Overall Conduct**

- To share The Trust's commitment to safeguarding and promoting the welfare of children and to have understanding of the common core skills and knowledge
- To work positively and inclusively with colleagues to be part of a workplace that does not discriminate against people on the grounds of their age, sexuality, religion or belief, race, gender or disabilities
- To work flexibly in the interests of The Trust. This may include undertaking other duties provided that these are appropriate to the employee's background, skills and abilities. Where this occurs there will be consultation with the employee and any necessary personal development will be taken into account.

### **Note**

The job description may be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation with you.

# Hursthead Junior School

## PERSON SPECIFICATION SHORTLIST/INTERVIEW SCORESHEET

Post Title: Teaching Assistant and Midday Assistant

Candidate Name:

Interviewer:

| Attributes                   | Essential  | 1 | 2 | 3 | 4 | Desirable  | 1 | 2 | 3 | 4 |
|------------------------------|--|---|---|---|---|--|---|---|---|---|
| Relevant experience          | Experience of working with pupils in a school environment                                  |   |   |   |   | Experience of general clerical/ administrative work  |   |   |   |   |
|                              | Interest in/ experience of inclusion   |   |   |   |   | Experience of delivering small group interventions   |   |   |   |   |
|                              |  |   |   |   |   | Experience of working with individuals with complex special needs  |   |   |   |   |
| Education and training       | Teaching assistant qualification   |   |   |   |   | Level 3 or equivalent  |   |   |   |   |
|                              | GCSE grades A – C inc. Maths, English and Science  |   |   |   |   | A valid First Aid training qualification   |   |   |   |   |
|                              | A high standard of spoken and written English  |   |   |   |   | A valid Team Teach training certificate  |   |   |   |   |
|                              | Good numeracy skills   |   |   |   |   | Experience of personal care and manual handling  |   |   |   |   |
| Special knowledge and skills | Ability to communicate effectively with staff and pupils                                   |   |   |   |   | Experience of working with a range of Special Educational Needs e.g. autism, ADHD, speech and language programmes, delivering OT/ physio programmes, physical needs, EAL |   |   |   |   |
|                              | Ability to build effective relationships with children and colleagues                      |   |   |   |   | A willingness to support children with medical conditions  |   |   |   |   |
|                              | Strong organisational skills   |   |   |   |   | Forest Schools qualification   |   |   |   |   |
|                              | Strong behaviour management skills   |   |   |   |   |  |   |   |   |   |
|                              | Knowledge of the National Curriculum   |   |   |   |   |  |   |   |   |   |
|                              | A good knowledge of safeguarding practices and procedures                                  |   |   |   |   |  |   |   |   |   |
| Additional Factors           | The ability to work as a member of a team  |   |   |   |   | Willingness to contribute to the full life of the school   |   |   |   |   |
|                              | A commitment to raise standards of achievement for all pupils                              |   |   |   |   |  |   |   |   |   |
|                              | Ability to use initiative as well as work under direction to support teaching and learning |   |   |   |   |  |   |   |   |   |

1. Does not meet criteria    2. Meets essential criteria    3. Clearly exceeds essential criteria    4. Exceptional standard