

Job Description

Post Title: Teaching Assistant

Contract: Fixed-Term/Permanent, Term-Time Only

Line Manager: Headteacher

Pay Range/Grade: Band 4, SCP3 – SCP4

Location: Horton Grange Primary School

Hours of work: 32.4 per week

Purpose of the Role:

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.

GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. Horton Grange Primary School is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to the Council Services.
4. Horton Grange Primary School is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

FLUENCY DUTY

Together we **Exceed**

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In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Advanced Threshold Level.

SUPERVISORY/MANAGERIAL RESPONSIBILITIES:

To work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.

SUPERVISION AND GUIDANCE:

To work under the direction/instruction of class teachers; own appraiser and senior leadership team.

RANGE OF DECISION MAKING:

To make decisions within established working practices and procedures of the school. The postholder will be expected to use good common sense and initiative in all matters relating to:

- the conduct and behaviour of individuals, groups of pupils and whole classes
- the correct use and care of materials by individual and small groups of pupils
- the safety, mobility (if required) and hygiene and well being of the pupils.

RESPONSIBILITY FOR ASSETS, MATERIALS ETC:

To maintain the confidential nature of information relating to the school, it's pupils, parents and carers.

The provision, use and storage of equipment and materials used by pupils with whom the postholder is working.

General responsibility for the care of all equipment and materials within the classroom/designated area of the school.

CONTACTS:

Internal at all levels, Parents / Carers, Governors, Community Groups, Health, Social Services, Police, Local Education Authority, Education Bradford, Contractors, External Agencies.

RANGE OF DUTIES:

1. SUPPORT FOR PUPILS

1.1 Supervise and support pupils ensuring their safety and access to learning, attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters.

1.2 Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.

1.3 Promote, support and facilitate the inclusion of all pupils.



1.4 Encourage pupils to interact with others and engage in activities led by the teacher or other professionals.

1.5 Encourage pupils to act independently as appropriate.

1.6: Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.

2. SUPPORT FOR THE TEACHER

2.1 Maintain a stimulating and safe environment as directed for lessons, organising resources and assisting with the display of pupils' work.

2.2 Be aware of pupils' learning needs /progress/achievements and report to the teacher as agreed.

2.3 Contribute to effective assessment by undertaking pupil record keeping as requested.

2.4 Use effective behaviour management strategies consistently in line with the school policies and procedures.

2.5 Liaising effectively with class teachers to communicate effectively with parents/carers and other professionals

2.6 Provide clerical/admin support.

3. SUPPORT FOR THE CURRICULUM

3.1 Support pupils to understand instructions.

3.2 Support pupils in accessing the curriculum by demonstrating a level of subject and curriculum knowledge relevant to their role.

3.3 Support pupils in safely using basic ICT as directed.

3.4 Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use.

4. SUPPORT FOR THE SCHOOL

4.1 Be aware of and comply with relevant statutory guidance, alongside school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in a timely manner.

4.2 Be aware of and demonstrate positive attitudes, values and behaviours towards equality, ensuring all pupils have equal access to opportunities to learn and develop.

4.3 Contribute to the overall ethos/work/aims of the school.

4.4 Appreciate and support the role of other professionals and the school community.

4.5 Attend relevant meetings as required.



4.6 Commit to improving own practice by participating in training and other learning activities related to continual professional development as required.

4.7 Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.

4.8 Accompany teaching staff and pupils on visits, trips and out of school activities as required.

4.9 To support, uphold and contribute to the development of Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.

This job description should be seen as enabling rather than restrictive and will be subject to regular review.



Person Specification

Area of specification	Essential/ Desirable	Method of Assessment
QUALIFICATIONS <ul style="list-style-type: none"> GCSE English and Maths C or equivalent e.g. Adult Literacy/Numeracy at level 2 Qualifications relating to post eg health, children, practical skills, first aid. 	E D	Application and interview
EXPERIENCE <ul style="list-style-type: none"> Provide evidence of having previously spoken fluently to customers at an Advanced Threshold Level. Clerical / administrative experience. General technical / resource experience. Working with or caring for children of relevant age or relevant experience eg voluntary organisation, parental caring responsibility. Experience of working in a team situation. 	E D D D D	Application and interview
KNOWLEDGE/SKILLS/ABILITIES (Core competencies) <ul style="list-style-type: none"> Understanding of child development and learning. Be able to motivate and inspire children, staff, parents and Governors Have the ability to work effectively as part of a team Ability to demonstrate behaviour management skills Ability to use relevant technology Good numeracy and literacy skills In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Advanced Threshold Level. Willingness to participate in development and training opportunities. Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties Willing to undertake Minibus training and to drive the school minibus for Educational Visits/Extra Curricular activities An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. 	E E E E E E E E D D	Application and interview
PERSONAL QUALITIES <ul style="list-style-type: none"> Be committed to raising standards Be someone who can create an atmosphere in which children can thrive and succeed Have excellent interpersonal skills 	E E E	Application and interview

<ul style="list-style-type: none"> • Effective communication and organisation skills • Ability to manage workloads and work calmly under pressure 	E E	
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This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

Signature of post holder _____ **Date** / /

Signature of Chief Executive Officer _____ **Date** / /

