



Horton Park Primary
We Learn to Succeed

OUTLINE JOB DESCRIPTION

HORTON PARK PRIMARY SCHOOL

POST TITLE:	TEACHING ASSISTANT (TA)
POST REF:	
GRADE:	BAND 3/4, SCP 2-4

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 Park 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 Park 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.

PRIME OBJECTIVES OF THE POST:

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

FLUENCY DUTY

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 wellbeing 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

PERSONNEL SPECIFICATION

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
EXPERIENCE	<ul style="list-style-type: none"> • Provide evidence of having previously spoken fluently to customers at an Advanced Threshold Level. 	<ul style="list-style-type: none"> • Experience of working in a team situation. • Working with or caring for children of relevant age or relevant experience eg voluntary organisation, parental caring responsibility. • General technical / resource experience. • Clerical / administrative experience. 	Application form & Selection process
QUALIFICATIONS	<ul style="list-style-type: none"> • GCSE English and Maths C or equivalent e.g. Adult Literacy/Numeracy at level 2 	<ul style="list-style-type: none"> • Qualifications relating to post eg health, children, practical skills, first aid. 	Application form & Selection process. Certificates.
TRAINING	<ul style="list-style-type: none"> • Willingness to participate in development and training opportunities. 	<ul style="list-style-type: none"> • Completion of DfE Teacher Assistant Programme. 	Application form & Selection process
SPECIAL KNOWLEDGE		<ul style="list-style-type: none"> • An understanding of the needs of a multicultural society. • An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. • Knowledge of childcare. • Awareness of child development. 	Application form & Selection process

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
EQUALITY	<ul style="list-style-type: none"> • Candidates should indicate an acceptance of and commitment to the principles underlying the Council's Equal Rights policies and practices. 		Selection process
DISPOSITION – ADJUSTMENT/ ATTITUDE	<ul style="list-style-type: none"> • Ability to relate well to pupils and adults. • Work constructively as part of a team. • Ability to remain calm under pressure. • Demonstrate good co-operative, interpersonal and effective listening skills. • Demonstrate a commitment to working with children of the relevant age. • Flexibility and willingness to accept change. • Approachable, courteous and able to present a positive image of the school to callers and visitors. • Maintain confidentiality in matters relating to the school, its pupils, parents and carers. 	<ul style="list-style-type: none"> • Ability to understand classroom roles and responsibilities and your own position within these. 	Selection process
PRACTICAL & INTELLECTUAL SKILLS	<ul style="list-style-type: none"> • Good numeracy/literacy skills. • Ability to use relevant technology after training if required. • Keyboard / computer skills. • In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Advanced Threshold Level. 		Application form & Selection process / test
CIRCUMSTANCES PERSONAL	<ul style="list-style-type: none"> • Will not require holiday leave during term time. • Must be legally entitled to work in the UK (Asylum and Immigration Act 1996). • No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable 	Willing to undertake Minibus training and to drive the school minibus for Educational Visits/Extra Curricular activities	Selection process. Sight of appropriate documentation as specified in interview letter

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
	<p>clients/finance (DBS check required).</p> <ul style="list-style-type: none"> • If driving is a feature of this post – must be licensed and appropriately insured (e.g. business use) 		
<p>PHYSICAL/ SENSORY</p>	<ul style="list-style-type: none"> • Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995. • Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties. • For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the postholder to be capable of lifting and carrying pupils, within school policies and practices. 		<p>Selection process.</p>