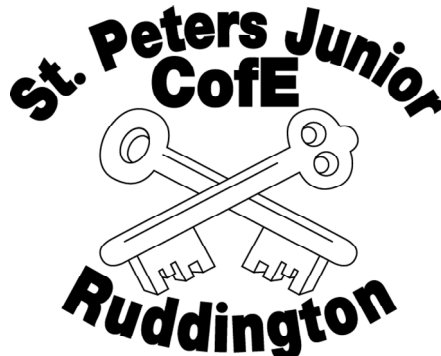


Job Description			
TEACHING ASSISTANT - PRIMARY (previously grade 1 qualified /grade 2 unqualified) - Grade 3 scp 5 - 7	St Peter's Junior School	Profile Learning Support 3a PRI	
Job Purpose To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area, with direct support available from the teacher or senior member of staff.			
Key Responsibilities <ol style="list-style-type: none">1. Supervising and providing particular support for pupils, including those with special needs, ensuring their safety and access to learning activities2. Planning and providing practical assistance in relation to identified physical needs3. Assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes4. Establishing a constructive relationship with pupils and interact with them according to individual needs5. Promoting the inclusion and acceptance of all pupils6. Encouraging pupils to interact with others and engage in activities led by the teacher7. Setting challenging and demanding expectations and promote self-esteem and independence8. Providing feedback to pupils in relation to progress and achievement under guidance of the teacher9. Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work10. Using strategies, in liaison with the teacher, to support pupils to achieve learning goals11. Assisting with the planning of learning activities12. Monitoring pupils' responses to learning activities and accurately record achievements/progress as directed13. Providing detailed and regular feedback to teachers on pupils' achievement, progress, barriers to learning etc.14. Promoting good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour15. Establishing constructive relationships with parents/carers16. Supporting teaching staff in the carrying out of home visits17. Administering routine tests and invigilating exams and undertake routine marking of pupils' work			

18. Providing clerical/admin support e.g. photocopying, typing, filing, money, administer coursework etc
19. Assisting the teaching staff in the smooth transition between educational phases
20. Supporting pupils in their learning in all areas of the curriculum.
21. Undertaking structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
22. Undertaking programmes linked to local and national learning strategies e.g. literacy, numeracy, early years recording achievement and progress and feeding back to the teacher
23. Supporting the use of ICT in learning activities and developing pupils' competence and independence in its use
24. Supporting pupils and teacher during PE and other practical activities.
25. Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity and assisting pupils in their use
26. Assisting with the supervision of pupils at break times
27. Accompanying teaching staff and pupils on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher

General Responsibilities

28. Being aware of and comply with school policy and procedures particularly in respect of Child Protection and Health and Safety
29. Being aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
30. Contributing to the overall ethos/work/aims of the school
31. Ensuring the safe organisation of learning activities and the physical teaching space and resources for which they have responsibility
32. Appreciating and supporting the role of other professionals
33. Attending relevant meetings as required
34. Participating in training and other learning activities and performance development as required
35. Being aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences as appropriate
36. Any other curriculum duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific terms, following consultation with the Recognised Trade Unions

Note: It is expected that duties will be undertaken within contracted hours unless by agreement

ST PETER'S JUNIOR SCHOOL - PERSON SPECIFICATION
 TEACHING ASSISTANT – Full time 32.5 hours
 APPOINTMENT FROM September 2019

	ESSENTIAL	DESIRABLE
EXPERIENCE		
Recent Teaching and/or Teaching Assistant experience in KS2 or KS1	X	
Experience of working with children with specific educational needs		X
EDUCATION AND TRAINING		
Good standard of English and Maths (GCSE grade C minimum)	X	
Academic qualifications at A-level standard (Grade C and above)		X
NVQ level 2 or 3 for Teaching Assistants or equivalent qualification and experience together with a working knowledge of national curriculum and other relevant learning programmes/strategies		X
PERSONAL QUALITIES		
Enthusiasm and a positive attitude.	X	
A commitment to achieving high standards. An attitude that is ambitious for the children you work with	X	
Belief that all children, including those from disadvantaged backgrounds, can and should achieve at least as well as their peers	X	
Appreciation of the many factors that may affect a pupil's wellbeing and their ability to flourish at school	X	
The ability to sustain a high level of work output	X	
Creativity		X
Flexibility and willingness to adapt	X	
Willingness and desire to engage in professional development	X	
A sense of humour		X
An interest in leading learning and nurture outdoors		X
ABILITIES AND INTERPERSONAL SKILLS		
Ability to communicate clearly (written and verbal)	X	
Ability to devise suitable programmes for individual children	X	
Ability to complete paperwork for individuals or groups	X	
Ability to engage with an appraisal process	X	
Ability to be a team member and to work independently with a minimum of supervision	X	
Ability to foster effective relationships with pupils, staff, governors and parents	X	
Ability to be supportive to children and adults	X	