



# Virginia Primary school

## Job description and selection criteria

### Teaching Assistant SEN Scale 3



#### **JOB DESCRIPTION**

**POST TITLE:** Teaching Assistant

**GRADE:** Scale 3

**RESPONSIBLE TO:** Headteacher/Deputy Headteacher – Inclusion Lead/SENCO/Class Teacher

#### **PURPOSE OF THE JOB:**

To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils, to encourage pupils to become independent learners, to ensure their safety and welfare and support the inclusion of pupils in all aspects of school life.

#### **MAJOR DUTIES AND RESPONSIBILITIES**

- To work with individual children/students and groups, including pupils with Special Education Needs, under the direction of the class teacher/SENCO introducing tasks, monitoring children's work and using a range of strategies to support their learning.
- To help pupils to access the full curriculum, at the same time promoting independent learning.
- To observe pupils' performance, and using the systems in place in the school/class, provide the teacher with feedback on pupil progress and help to maintain individual and group records.
- To deliver phonics interventions
- To contribute to the planning and evaluation of learning activities for individuals and groups, liaising with and maintaining effective working relationships with colleagues.
- To help prepare and maintain a purposeful, orderly and supportive environment for learning.
- To provide care with regard to the physical welfare of pupils/students and where necessary their intimate care needs.

#### **JOB ACTIVITIES RELEVANT TO ALL TEACHING ASSISTANTS**

- To use a range of support methods and resources, including IT, appropriate to the needs of individuals and groups, as directed by the class teacher/SENCO/ Inclusion lead.
- To support the organisation of the learning environment, including the production, maintenance and storage of resources.
- Meet regularly with the class teacher/SENCO/Inclusion leader during contracted hours to discuss children's progress and to plan and review support.
- To attend formal meetings during contracted hours to discuss children's progress with parents and other professionals as part of the relevant staff group.
- To actively support the school's vision, values and ethos.
- To be familiar with, actively support and comply with all the school policies and procedures, including Equal Opportunities, Health and Safety, Child Protection and Behaviour.
- To demonstrate a clear understanding of, and full commitment to, the school's safeguarding procedures, ensuring any concerns about a child's safety or wellbeing are promptly reported to the safeguarding team.
- To undertake supervision at play and lunchtimes.
- To undertake care tasks related to children's physical welfare in accordance with guidance and procedures.
- To accompany children and teachers on educational visits.
- To provide feedback to pupils in relation to progress and achievement.
- To deliver structured intervention and catch-up programmes to support the development of reading, writing or mathematical skills
- To contribute to the planning for teaching and learning, evaluating, adjusting lesson plans or work as appropriate.



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- To undertake marking of pupils' work and accurately record achievement/progress.
- To undertake other similar duties commensurate with the grade, provided that such duties are within the competence of the postholder including working with parents, administrative duties and first aid.

#### **PERSONAL RESPONSIBILITIES RELEVANT TO ALL TEACHING ASSISTANTS**

- Respect the confidentiality of pupil information and respond sensitively to pupils' needs.
- Be aware of the particular learning and physical needs of the pupils you support.
- Actively participate in the school's appraisal scheme, as specified in the school policy, meeting regularly with your line manager, in accordance with the scheme, ensuring that performance standards/targets are set and met within the agreed time scale.
- Undertake other relevant and appropriate training during contracted hours, as identified with your line manager at a Performance Management Review.
- Within your contracted hours, attend staff meetings, as required.

#### **EQUAL OPPORTUNITIES STATEMENT**

To ensure equality of opportunity for all people in service provision and in employment, and to oppose strongly any form of discrimination.

##### **Professional Values and Practice**

- The ability to work as part of a team, to treat others with courtesy and discuss issues in a professional manner.
- The ability to communicate effectively with individuals and groups of children, teachers, parents and other members of staff.
- The ability to establish and maintain effective working relationships with all members of the school community.
- The ability to reflect and evaluate own practice and support others to develop theirs as appropriate.
- The ability to seek feedback from others to develop their own practice.
- The ability to keep written records and support the development of pupils' literacy and maths skills with confidence.
- Awareness of how pupils learn and the various factors that affect their learning.
- Awareness of the need to show respect and value pupils as individuals.
- An understanding of and commitment to inclusive education.
- A willingness to undertake paid training in normal contractual hours to develop job-related skills.
- A sympathetic approach to parents and an understanding of the need for confidentiality.
- A commitment to the Authority's Equal Opportunities Policy.
- Be prepared to work throughout the school with any age group.
- The ability to adapt to differing environments within the school and to the needs of different children.
- An understanding of and commitment to the school's ethos and values.

Headteacher or line manager's signature: Date:

Post holder's signature: Date: