



## Halton Lodge Primary School

### Level 3-4 Teaching Assistant Job Description and Person Specification

<b>Post title:</b>	Teaching Assistant
<b>School:</b>	Halton Lodge Primary School
<b>Pay Range:</b>	HBC3/4
<b>Line manager:</b>	Phase Leader
<b>Supervisory responsibilities:</b>	

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#### **Main purpose of the job**

- To work with and supervise individuals and groups of children under the direction/ instruction of teaching &/or senior staff, inclusive of specific individual learning needs, enabling access to learning for all pupils and assistance and support in a classroom management and behaviour techniques and providing specialist support in a specific curricula/resource area.
  - To raise standards of learners using a range of teaching strategies, in line with the school's policies and procedures.
  - To work under the guidance of the classroom teacher in the planning and implementation of programmes of support.
  - To set the ethos of the classroom and support the classroom teacher in ensuring high standards and consistency.
  - To communicate with staff and parents/carers regarding the learning needs of pupils.
  - To hold high aspirations for all children and ensure that all learners' needs are met in line with the statutory requirements of the Early Years Foundation Stage framework and National Curriculum, as appropriate.
  - To be responsible for promoting and safeguarding the welfare of children and young people within the school.
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#### **Duties and responsibilities**

##### **SUPPORT FOR THE PUPIL**

- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Provide consistent support to all pupils, responding appropriately to individual pupil needs.
- Contribute to the development and implementation of Support Plans (including EHCPs, Pastoral Support Plans and IBPs).
- Promote inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure.
- Provide feedback to pupils in relation to progress and achievement under the guidance and direction of the teacher.
- Use specialist (curricular/learning) skills/training/experience to support pupils.



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#### **SUPPORT FOR THE TEACHER**

- Assist with the display of children's work.
- Establish and maintain an appropriate learning environment under the supervision of the teacher.
- Contribute to lesson planning, evaluation of lessons/ work plans as appropriate.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records in agreed format with the teacher, contributing to reviews of systems/records as requested.
- Administer tests and invigilate exams as appropriate to Key Stage.
- Accurately record achievement/progress.
- Promote positive values attitudes and good pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within role/responsibility and participate in feedback sessions/meetings with parents under teacher's supervision.

#### **SUPPORT FOR THE CURRICULUM**

- Support the delivery of agreed learning activities/learning programmes, adjusting activities according to pupil learning styles and individual needs as directed by the teacher.
- Support the delivery of literacy/numeracy programmes, effectively utilising all alternative learning opportunities to support extended development.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Assist pupils to access learning activities through specialist support e.g., curriculum/SEN specialism.
- Determine the need for, prepare and maintain general and specialist equipment and resources.

#### **SUPPORT FOR THE SCHOOL**

- Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned).
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the school ethos, aims and development/improvement plan.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Attend and participate in regular meetings as appropriate.



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- Participate in training and other learning activities as required.
- Establish own best practice and use to support others.
- Assist in the supervision, training and development of classroom support staff.
- Assist with the planning of opportunities for pupils to learn in out-of-school contexts, according to school policies and procedures and within working hours.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.

*This job description is not your contract of employment. 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 appraisal process or as appropriate.*

**Signature of Post holder** \_\_\_\_\_ **Date** \_\_\_\_\_

**Signature of Headteacher** \_\_\_\_\_ **Date** \_\_\_\_\_



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#### **PERSON SPECIFICATION:**

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

Must be able to demonstrate all of the following:

High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements.

Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners.

Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work.

Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice.

Able to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning.

Able to improve their own practice through observations, evaluation and discussion with colleagues.

##### **Qualifications**

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|------------------------------------------------------------------------------------------------------|---|
| 1. Minimum of 5 A* - C GCSE (or equivalent) including English & Maths.                               | E |
| 2. NVQ Level 3 for Teaching Assistants or equivalent qualification or experience.                    | E |
| 3. Specialist subject knowledge of the KS1 and KS2 curriculum; plus the EYFS.                        |   |
| 4. Willingness to undergo further training and development.                                          | D |
| 5. Qualified in First Aid – including Paediatric (if working with children under 5).                 | D |
| 6. Training in the relevant strategies, e.g. attachment theory, de-escalation, restraint, SEND, etc. | D |

##### **Experience – show evidence of**

- |                                                         |   |
|---------------------------------------------------------|---|
| 7. Expertise of working with children age 4 – 11.       | E |
| 8. Previous Teaching Assistant experience.              | D |
| 9. Previous experience of working in a primary school . | D |



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#### Competence – show evidence of

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 10. Good time management and organisational skills.                                                                                                                     | E |   |
| 11. Effective communication in speech and writing.                                                                                                                      | E |   |
| 12. Ability to self-evaluate learning needs and actively seek learning opportunities.                                                                                   | E |   |
| 13. Have a good understanding of the principles of child development and the learning process.                                                                          | E |   |
| 14. Ability to relate well to children and adults.                                                                                                                      | E |   |
| 15. Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.                                                                | E |   |
| 16. Advanced understanding of the national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc. | E |   |
| 17. Ability to work constructively as part of a team: understanding classroom roles and responsibilities and your own position within these.                            | E |   |
| 18. Ability to use initiative.                                                                                                                                          |   | E |
| 19. Excellent ICT skills.                                                                                                                                               | D |   |
| 20. Have an understanding of Health & Safety within the workplace.                                                                                                      | D |   |

#### Personal Qualities

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|--------------------------------------|---|--|
| 21. Shares the school's core values. | E |  |
| 22. Flexibility.                     | E |  |
| 23. Team player.                     | E |  |
| 24. Positive attitude                | E |  |
| 25. Insightful.                      | E |  |
| 26. Reflective.                      | E |  |
| 27. Supportive.                      | E |  |
| 28. Good sense of humour.            | D |  |

#### Other Requirements

- |                                                             |   |  |
|-------------------------------------------------------------|---|--|
| 29. Good record of health and attendance.                   | E |  |
| 30. Smart appearance.                                       | E |  |
| 31. Satisfactory DBS Clearance.                             | E |  |
| 32. Willingness to take responsibility for own development. | D |  |

*E = Essential*

*D = Desirable*