

**Job title: Classroom Teaching Assistant**

**Job ref: XS 10.5**

**School: Wimborne First School**

**Grade: XS10.5 Dorset Grade 3**

**Reports to: Class Teacher**

## **Main Job Purpose**

Responsible for supervising the activities of pupils during the school teaching periods and the midday sessional break within the school, including both indoor and outdoors areas, ensuring a safe environment is maintained at all times. To assist the Headteacher and teachers in the development and implementation of a programme of work and in the provision of a stable, caring and supportive learning environment, which enables pupils to achieve their full learning potential and facilitates their personal, social and moral development.

Typically there will be some requirement to work with pupils, either individually or in groups, who have some special educational needs, learning difficulty, disability, or exhibit occasional behavioural problems. This may include pupils with a high learning ability ('gifted /talented').

This post will differ from that of Teaching Assistant XS10.4 or a Teaching Assistant – Skills Specific XS10.3 in the following ways:

- This post will, for the majority of the time, be working under the supervision of a class teacher

## **Main responsibilities and duties**

Support to the pupil(s):

- Develop, maintain and apply knowledge and understanding of pupils' general and specific learning needs. To ensure that support is given to them at an appropriate level.
- Supporting and directing literacy and numeracy tasks, clarifying and explaining instructions
- Focus support in areas needing improvement, both academic and social.
- Motivate and encourage pupils to concentrate on and fulfil the tasks set.
- Seek to ensure the promotion and reinforcement of pupils' self esteem, appropriate levels of effort and behaviour and to guide pupils to become independent learners.
- To provide support, care and supervision of pupils within the classroom, within the school and outside of the school.
- To escort pupils to school or parental transport, home or to hospital as necessary and/or support in the integration/re-integration of the pupil
- To develop an understanding of and provide for pupils' specific personal needs to ensure a safe learning environment. This may include providing some direct personal care, support and assistance to the pupil in respect of toileting, eating, mobility and dispensing medication.
- To undertake a key worker role when required.
- To work with pupil groups, using a range of strategies to gain acceptance and inclusion of pupils with special educational needs.

## **Support to the school:**

- To assist in the preparation for educational visits, and where appropriate accompany/supervise students undertaking off-site activities.
- To attend and contribute to school staff meetings and in-service training within contracted hours or outside normal hours by agreement.
- To contribute to the process of school self review.
- To liaise with parents and other professional agencies in support of pupils' needs.
- To assist in the supervision of Standard Assessment Tasks and tests / assessments as directed.
- To supervise pupils using cloakrooms, showers and toilet facilities. Supervise pupils in playgrounds and when entering and leaving using school transport.
- To adhere to and execute school policy and procedure where appropriate
- Under the direction of the Headteacher/SENCO and/or individual teaching staff, to assist in the development of Individual Education Plans (IEPs) for pupils with special educational needs and contribute to IEPs.
- Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.

## **Support to the teacher:**

- To assist in preparing and maintaining the learning environment to support teaching staff in the development of learning strategies.
- To assist in the development, monitoring and evaluation of programmes of work
- To upkeep data files, catalogue resources, maintain inventories, photocopy, record TV programmes and use I.T. systems for administration and educational purposes.
- To contribute to systems for review and recording of pupils' progress, both academic and social.
- To assist in the preparation, organisation and maintenance of classrooms and their equipment, including assistance with and creation of displays, make basic visual aids, art and craft materials, mount and display pupils' work.
- To assist teachers in timetabling of lessons and curriculum as required.
- To assume sole supervision of groups of pupils for a limited time (eg: 2 / 3 hours per week). This may include whole classes for short periods in the absence of the teacher. (NB: This would not generally apply to job description 10.5)

## **Support to the curriculum:**

- To support the use of ICT in the classroom - Work with and support pupils to ensure they are able to use ICT and other specialist equipment to enhance their learning.
- Undertake learning activities with pupils of varying abilities to ensure differentiation and access to the curriculum.
- Contribute to the assessment of pupils' learning, in particular with regard to Literacy, Numeracy, Science and ICT skills.

- Contribute to the implementation of the National and/or Foundation Curriculum and specific individual pupil targets and/or group targets.

## **Knowledge & skills**

Experience of working with children in an educational setting is essential.

Qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, to be numerate and literate, a team worker and to have good oral communication. Background knowledge of the Foundation and National Curriculum and School's procedures and policies.

An understanding of pupils' individual targets is desirable and, where appropriate the postholder may be required to develop a more specialised knowledge in specific curriculum areas. A willingness to attend courses as required to enhance the knowledge, understanding and skills to improve the level and quality of support given to pupils and teachers is essential.

They must have achieved a qualification in English/literacy and mathematics/numeracy, equivalent to at least Level 2 of the National Qualifications Framework

## **Supervision & management**

Typically there will supervision available from the classroom teacher on a daily basis and regularly within the day. Additional support may be provided by the SENCO/PTA or Supervisory TA within the team. A classroom TA may be required to support the induction of classroom TAs.

## **Problem Solving and creativity**

On a daily basis, within prescribed school guidelines and under the direction of the teacher, develop a range of strategies to engage individuals and groups of pupils, often with differing requirements, in the experience of learning and in their personal, social, health and moral education (eg. a reward system appropriate to an individual pupil).

Use a variety of interpersonal techniques to establish supportive relationships with pupils, parents and carers.

There will be occasional interruptions. Deadlines will relate and be appropriate to the timetable being followed.

Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher.

## **Key contacts & relationships**

1. Contact with all staff in school to pass and receive information, advice, guidance, suggestions and ideas.
2. Contact with parents / carers and other agency staff to provide support for pupils, such as giving feedback on pupil's particular needs.

## Decision making

Within the agreed school policies, guidelines and rules, decide on when and how to apply a range of strategies for the benefit of pupils in relation to their education activities behaviour and care. These decisions often need to be made immediately to deal with the situation presented.

## Resources

Books, stationery, writing equipment  
ICT and AVA equipment

## Working environment

The range of areas, number of classrooms/halls etc will depend on the particular school.

Most of the working day is spent standing, with periods of crouching / bending to engage pupils in activities.

There may be an occasional need to physically lift pupils, such as for safety or care needs and occasional unpleasant conditions relating to pupils' personal hygiene needs.

A normal school environment, although the job holder may be involved in external school activities, such as educational visits.

## Other Duties:

At an appropriate level, according to the job role, grade and training received, all employees in the Trust are expected to:

- Support the aims, values, mission and ethos of the Trust and participate to the team approach of the Trust
- Attend and contribute to staff meetings and training days as required, and identify areas of personal practice and experience to develop
- Take appropriate responsibility for safeguarding and children's welfare and be aware of confidential issues linked to home/child/teacher/academy and keep confidences appropriately
- The post holder at all times, whether or not in the employ of our schools or Trust and except where such information is in the public domain maintain the strictest secrecy with regard to the business affairs of our schools or Trust and its customers/stakeholders, products and product lists
- Be aware of health and safety issues and act in accordance with the Health and Safety Policy
- To liaise with other staff, contractors and outside agencies/organisations as appropriate

The post holder may be expected to carry out duties other than those given in the job description where the level of responsibility is similar and he/she has appropriate qualifications or received appropriate training to carry out these duties.

**Manager Signature:** .....

**Employee Signature:** .....

**Date:** .....