

**Job Description and Person Specification**  
**Teaching Assistant Level 1 GR9008**

<b>Job details</b>	
<b>Job title</b>	Teaching Assistant Level 1
<b>School</b>	
<b>Section</b>	
<b>Location</b>	
<b>GR Number</b>	GR9008
<b>Grade</b>	Grade D
<b>Responsible to</b>	Responsible to the Headteacher or Assistant Head but works to and with a qualified teacher on a day to day basis.
<b>Responsible for</b>	In class and small group support
<b>Effective date</b>	1 January 2024

<b>Role and context</b>
<p><b>Job purpose</b></p> <p>Under the instruction/guidance of teaching or other senior staff and within the overall ethos of the school, undertake care and learning programmes and activities to support individuals or groups of pupils, including more specialised support for those with special education needs, enable access to learning for pupils and assist the teacher in the management of pupils and the classroom.</p>
<p><b>Context</b></p> <p>Job Family: Classroom and Pastoral</p>
<p><b>Other Job Information (e.g. any special factors or constraints)</b></p> <p>Liaise with teachers, other support, health and education specialists, parents, visitors and volunteers and appreciate/support their roles.</p> <p>Work may be carried out in the classroom or in other teaching areas</p>

<b>Principal Accountabilities</b>
<p><b>Accountability</b></p>
<p><b>Support to pupils</b></p> <p>To support with the learning in class or in specified small groups</p> <p>To attend to the personal and social needs of pupils and any other special requirements depending on the nature of a pupil's special needs and, wherever possible, making these part of the learning experience.</p>
<p>Under agreed Federation procedures and in line with statutory guidance on supporting pupils at school with medical conditions, to give first aid/medicine, or assist with programmes of special care such as physiotherapy under the direction of the appropriate specialist.</p>

<b>Principal Accountabilities (continued)</b>	
Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.	
Assist with the development, implementation and reviews of Individual Education/Positive Behaviour Plans and Personal Care programmes.	
Promote inclusion and acceptance of pupils while encouraging constructive relationships within the classroom and with parents/carers.	
Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher.	
<b>Support for teachers</b>	
Assist with the planning of learning activities.	
Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.	
Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.	
Monitor pupils' responses to learning activities and accurately record achievement/progress as directed and provide detailed and regular feedback to teachers on pupils' achievement, progress, problems, etc.	
Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their behaviour.	
Administer routine tests and invigilate exams and undertake routine marking of pupils' work and provide clerical/admin support, e.g. photocopying, typing, filing, money and administer coursework.	
<b>Support for the curriculum</b>	
Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses, including undertaking literacy and numeracy programmes, recording achievement and progress and feeding back to the teacher.	
Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use, including supporting the use of ICT in learning activities and developing pupils' competence in its use.	

Principal Accountabilities (continued)
<b>Accountability</b>
<b>Support for the school</b>
Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
Attend and participate in relevant meetings as required and participate in training and other learning activities and performance development as required.
Assist with the supervision of pupils out of lesson times, including before and after school and accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
Undertake other similar activities that may fall within the grade and scope of the post as directed by the Headteacher.

Person specification	
Essential	Desirable
<b>Qualifications</b>	
<ul style="list-style-type: none"> <li>• Good numeracy/literacy skills; equivalent to grades A-C or 4-7</li> <li>• Relevant qualification in child care/development and/or education, preferably NVQ level 3 or equivalent or A Levels or Degree</li> <li>• Training in the literacy/numeracy strategy;</li> </ul>	<ul style="list-style-type: none"> <li>• First aid qualification</li> <li>• EAL training</li> <li>• SEND support training</li> </ul>
<b>Experience</b>	
<ul style="list-style-type: none"> <li>• Working with children of Primary School age.</li> </ul>	<ul style="list-style-type: none"> <li>• Previous TA experience</li> </ul>
<b>Skills/knowledge</b>	
<ul style="list-style-type: none"> <li>• Effective use of ICT to support learning;</li> <li>• Knowledge of relevant policies/codes of practice and awareness of legislation;</li> <li>• Understanding/experience of SEN procedures, such as IEPs etc</li> <li>• Understanding of assessment</li> <li>• Knowledge of the Primary Curriculum</li> <li>• Knowledge of child development and learning;</li> <li>• Ability to self-evaluate learning needs and actively seek learning opportunities;</li> <li>• Ability to relate well to children and adults;</li> <li>• Work constructively as part of a team</li> <li>• Experience of safeguarding practice</li> <li>• Proven record of supporting children through intervention groups etc</li> </ul>	<ul style="list-style-type: none"> <li>• EYFS knowledge</li> <li>• Phonics knowledge, including synthetic phonics</li> <li>• Evidence of ongoing training to keep up to date</li> <li>• Experience of working with children with speech and language difficulties</li> </ul>

<b>Skills/knowledge</b>	
<ul style="list-style-type: none"> <li>• Ability to respect and support children with a range of needs and abilities as required</li> <li>• Understanding of the role of the TA and the ability to carry this out to a high standard.</li> <li>• Ability to develop and maintain a professional relationship with the child and project a professional manner at all times</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

<b>General information</b>
<ul style="list-style-type: none"> <li>• The job descriptions details the main outcomes required</li> <li>• Job holders must be aware of and comply with all current guidance, policies and procedures relating to safeguarding and ensure that they are in accordance with statutory and Federation safeguarding requirements at all times.</li> <li>• Job holders must ensure that they have read, understood and act in accordance with current Federation policies, particularly those intended to protect children and employees, for example, health, safety, welfare, safeguarding and inclusion.</li> <li>• All work performed/duties undertaken must be carried out in accordance with relevant County Council, department and Federation's policies and procedures, within legislation, and with regard to the needs of our Federation and the diverse community we serve.</li> <li>• Job holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by SLT</li> </ul>

Please note that this is not an exhaustive list and we expect all the common attributes of a good staff member, such as professionalism, discretion, enthusiasm, dedication and commitment to be present in the successful candidate.

The requirements above will be explored through reading and discussing your supporting statement, the interview process and from references. If you have a professional portfolio it is useful to bring this to interview also.

The interview will also explore candidates' ability to perform the duties of the post and issues relating to safeguarding and promoting the welfare of children. The areas we will explore will be:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline

If short listed, any relevant issues arising from a candidate's references will be taken up at interview.