

## JOB DESCRIPTION: Teaching Assistant (Grade1)



ENDEAVOUR  
PERSEVERE  
ACHIEVE

# Emerson Park Academy

A SPECIALIST SPORTS COLLEGE

### Job Profile

<b>Job title:</b>	Teaching Assistant (Grade 1)
<b>Grade:</b>	Scale 2
<b>Responsible to:</b>	SENCo
<b>Liases with:</b>	Class teachers, HLTA's and SENCo

### Main purpose of the job

The Teaching Assistant is a member of a team of practitioners responsible for the education and care of the students in the school. The postholder is involved in contributing to the teaching and learning programme in accordance with the ethos, aims and objectives of Emerson Park Academy.

The Teaching Assistant supports the school in raising student aspirations, challenging student learning and engaging students in their own learning.

The Teacher and the Teaching Assistant work as a team - being 'partners' in supporting the students' access to learning and the whole curriculum and their independence as learners. The Teaching Assistant works under the direction of the SENCo, Teacher or HLTA. They would usually be supervised, where necessary, at task level in the presence of a teacher.

### Main duties and responsibilities

#### 1. Support for students:

- provide appropriate levels of individual attention, reassurance and help for student(s) needs as identified by the SENCo
- support the specific learning needs of specified students
- where directed, act as an escort on and off school premises under the direction and where appropriate, in the presence of the teacher for the purpose of visits or off site educational provision
- support student(s) access to the curriculum, their learning in particular lessons and their progress towards specific individual targets
- ensure awareness of the specific learning needs of identified students
- support students in working independently
- to deliver as directed by the SENCo, 1to1 student programmes for Literacy and Numeracy, handwriting, speech and language

*Support Staff Restructure  
11 February 2016*

- provide information, advice and direction to students about their engagement within the agreed framework of school policies on discipline and behaviour
- take appropriate action to identify, analyse and minimise any risks to health, safety and security in the immediate working environment

## 2. Support for teachers:

- assist student(s) access to the curriculum by differentiating instructions and resources
- prepare materials of the quality and quantity specified by the teacher
- help student(s) to select equipment and materials relevant to their learning tasks and to use these safely and correctly
- support the maintenance of student records by providing information to the teacher/SENCo and recording, in accordance with school and department policy, the work of student
- provide praise and encouragement to students to recognise and promote positive student engagement in accordance with school rewards system and behaviour policies
- where necessary, support the teacher in maintaining order and discipline both in the classroom and in the school environment
- report uncharacteristic student behaviour patterns and Child Protection concerns about an individual student and incidents of inappropriate behaviour to the class teacher, SENCo or Child Protection Officer within the school.

## 3. Support for the school / department:

- attend internal meetings, including meetings of the department/Learning Support Faculty, all of which are recognised as directed time in the school calendar
- act as a reader or amanuensis as necessary at school and national tests and examinations where directed by SENCo / Exams officer
- assist in the administration of any appropriate assessments as directed by the SENCo or class teacher
- share information and expertise, which could benefit other team members in their work in conjunction with the SENCo
- provide information to support student progress including information for student records, reports, Individual Education Plans and annual reviews
- actively encourage the development of positive relationships and promote confidence about the care and education of their students during contact and communications with parents, passing on any information given by parents to the appropriate staff member within the school
- promptly report any difficulties in communicating with parents and carers to the class teacher/SENCo

## 4. Support for the curriculum:

- support the curriculum plans and learning programmes designed by the teacher and obtain and use designated equipment and materials appropriate to the learning objectives and students' development need
- help students with the use of ICT and appropriate curriculum software
- obtain accurate and up-to-date information on students' literacy, current reading ability, their writing skills and oracy and language development
- monitor students' responses to learning activities and promptly inform the teacher when a student is experiencing difficulties that cannot be resolved
- respond to students' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self images
- provide an appropriate level of assistance to enable students to experience a sense of achievement, maintain self-esteem and self-confidence and encourage self-help skills

*Support Staff Restructure  
11 February 2016*

- use appropriate strategies for challenging and motivating students to learn
5. To work in accordance with the values, culture, ethos, equalities and inclusion policies of the school proactively promoting anti-racist, anti-sexist and anti-discriminatory behaviours in the day-to-day operation of the job
  6. To complete school based induction and any subsequent training required to improve performance.
  7. To take part in the school performance management system.

**Notes:**

1. Emerson Park Academy has a strong commitment to achieving equality of opportunity in its services to the community and the employment of people and expects all employees to understand, comply with and promote its policies in their own work, and to undertake any appropriate training.
2. Emerson Park Academy expects its employees to work flexibly within the framework of the duties and responsibilities specified above. This means that the postholder may be expected to carry out work that is not specified in the job profile but which is within the remit of the duties and responsibilities.
3. Staff in schools work subject to statute and many policies and procedures. The postholder will be expected to become familiar with these and work in accordance with them.
4. From time to time this job profile will be subject to review with the postholder.
5. It might be a requirement of the post that Senior Management requests that the postholder undertakes first aid training and the postholder's name be added to the school list of those with such training. The expectation would be that where such training has been provided the postholder could be called upon to provide such first aid to students; colleagues or visitors to the school.
6. It might be a requirement of the post that Senior Management requests that the postholder undertakes Fire Marshall duties and the postholder's name be added to the school list of those that undertake such duties. The expectation would be that the postholder could be called upon to undertake such duties during alarm activations.
7. Emerson Park Academy is fully committed to safeguarding and promoting the welfare of children and young people. All employees are expected to share and promote this commitment and have, or acquire, the relevant abilities, skills and knowledge to carry it out.
8. The post is exempt from the provision of the Rehabilitation of Offenders Act 1974 and, because of the sensitive nature of the duties that the postholder will be expected to undertake, an Enhanced disclosure check will be required.

**Teaching Assistant (Grade 1)  
Person Profile**

<b>Skills and Abilities</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessed by</b>
Ability to communicate and interact with children and young people	✓		Interview
Awareness of the need to act as a role model and ability to deal with a range of situations in mature and sensitive manner	✓		Application & interview
Ability to understand educational programmes and work to them with reference to a teacher	✓		Application & interview
Ability to work with groups of children and keep them on task and motivated	✓		Application & interview
Awareness of sensitive information and the need for confidentiality	✓		Application & interview
Ability to deal with students' physical, emotional and <i>behavioural</i> needs as well as provide individual support as appropriate	✓		Application & interview
Ability to work as a member of a team and follow the teacher's directions	✓		Application & interview
Ability to demonstrate respect for children and young people and be able to listen to their views	✓		Interview
<b>Knowledge</b>			
A basic understanding of child development	✓		Application & interview
An awareness of Child Protection procedures	✓		Interview
An understanding of the importance of adults as role models	✓		Interview
Understanding of Health and Safety issues	✓		Application & interview
Understanding of equalities issues	✓		Application & interview
<b>Qualifications and Experience</b>			
Willingness and motivation to develop own skills and undertake training	✓		Interview
Willingness to work towards N/SVQ Level 2 in Teaching Assistance or equivalent qualification		✓	Application
GCSE qualifications in the core subjects or relevant qualifications		✓	Application
To have worked on a voluntary or paid basis with children		✓	Application & interview