

RISE PARK ACADEMY /INFANT SCHOOL

Job Profile

Job Title: Teaching Assistant
Grade: Grade 1 (APTC Scale 2)
Liaises with: (Class teachers)

Job Purpose and Content

The Teaching Assistant is a member of a team of practitioners responsible for the education and care of the children in the school. S/he is involved in contributing to the teaching and learning programme in line with the aims and objectives of the school.

The Teacher and Teaching Assistant work as a team being 'partners' in providing activities for children's learning and supporting their independence as learners.

The Teaching Assistant works under the direction and control of the headteacher and class teacher and is supervised at task level. This would normally be in the presence of the class teacher.

Principal Responsibilities:

1. Support for pupils:

- a) assist in class with the supervision of children
- b) assist with the supervision of children at arrival/departure and at other designated times in the school environment,
- c) assist with the supervision of children off school premises
- d) undertake activities necessary to meet the physical, emotional and educational needs of individuals and groups of children
- e) be responsible for First Aid (after training) in the event of accident or injury and provide documentation as required
- f) promptly report signs of health problems to the class teacher
- g) provide appropriate levels of individual attention, reassurance and help for pupil(s) needs as identified in Individual Education Plans
- h) support the specific needs of specified pupils – physical, emotional and/or behavioural
- i) Support pupil hygiene
- j) Where necessary and under the direction of the teacher, act as an escort on and off school premises, normally in the presence of the teacher and in accordance with the School Visits Policy

(a) to (c) will be undertaken in the presence of the class teacher

2. Support for the teacher(s):

- a) assist the teacher in the organisation of activities and materials
- b) assist the class teacher in compiling records, for example attendance, pupil progress, out of school activities
- c) provide praise and encouragement to pupils to recognise and promote positive pupil behaviour in accordance with school behaviour and discipline policies
- d) where necessary, correct behaviour to maintain order and discipline
- e) report uncharacteristic behaviour patterns in individual pupils and incidents of inappropriate behaviour to the class teacher

3. Support for the school

- a) attend relevant in-service training and meetings as required
- b) adhere to the school's policies and procedures
- c) comply with Health & Safety regulations
- d) maintain confidentiality
- e) take part in the wider life of the school

4. Support for the curriculum

- a) be aware of the teaching and learning objectives identified in the half-term and weekly planning meetings and to attend the half-term planning meetings subject to working hours
- b) be aware of the resources required to deliver the planned curriculum effectively
- c) give support as needed to help pupils develop skills in the use of ICT
- d) contribute to the monitoring and evaluation of the daily teaching and learning programme, through discussion with the class teacher and other members of staff as appropriate. This may include a small percentage of time supporting the delivery of the ALS, ELS and/or FLS programmes.
- e) contribute to the on-going pastoral and academic record of the class by discussing observations with the class teacher
- f) respond to pupils' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self images

5. Arrangements for appraisal of performance:

- a) participate in the annual performance review process
 - b) participate in a competence review to determine suitability for progression and/or further development needs*
- * This would normally take place after the postholder has been in post for 2 or more years and has completed the national N/SVQ level 2 Teaching Assistance qualification

ADDITIONAL REQUIREMENTS

- 1. The London Borough of Havering 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 work and to undertake any appropriate training.

2. The postholder is expected to undertake any appropriate training, including recognised professional qualifications, considered necessary to fulfil the role.
3. The postholder is expected to demonstrate a flexible approach in the delivery of work. Consequently the postholder may be required to perform work not specifically identified in the job description, but which is in line with the general level of responsibility of the post.

**London Borough of Havering
Social Care & Learning Directorate**

**Teaching Assistant – Grade 1, Primary
Model Person Profile**

Skills and Abilities	Essential	Desirable	Assessed by
Ability to communicate and interact with children	✓		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
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 pupils' physical and emotional 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 be able to listen to their views	✓		Application & interview
Displays commitment to the protection and safeguarding of children and young people	✓		Application & interview
Knowledge			
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	✓		Interview
Has up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people	✓		Application & interview
Qualifications and Experience			
Willingness and motivation to develop own skills and undertake training (eg, the DfES teaching assistant induction programme)	✓		Interview
Working towards N/SVQ Level 2 in			

Teaching Assistance or equivalent qualification		✓	Application
To have worked on a voluntary or paid basis with children		✓	Application & interview