



The Aspire Learning Federation

MODEL JOB & PERSON PROFILE - PRIMARY

Job Title:	Teaching Assistant
Grade:	Grade 3 (Scale 4)
Establishment:	The Aspire Learning Federation - Elm Park Primary School/The R J Mitchell Primary School
Responsible to:	Head of School
Liases with:	Class teacher/Line Manager

Main purpose of the job

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

The Learning Support Assistant works under the direction and control of the headteacher and class teacher. At Grade 3 they would normally be expected to work independently with minimal supervision by the class teacher. They may be required to manage groups or individuals from a class without the presence of the classroom teacher and to use their own initiative to organise activities and tasks.

Duties and responsibilities

1. Support for pupils:

- a) provide levels of individual attention, reassurance and help as appropriate to the pupil's needs
- b) provide information, advice and opportunities for pupils to establish group rules, within the framework of school and class policies

- c) use methods and activities as agreed with the class teacher to help pupils to recognise and explore feelings and to use relevant vocabulary when discussing emotions, i.e. participation in circle time activities
- d) be responsible for First Aid (after training) in the event of accident or injury and provide documentation as required
- e) take appropriate action to minimise health, safety and security risks, which arise during work activities
- f) provide advice and assistance as required to enable pupils to develop basic hygiene skills, supporting pupils in respecting their own and others' needs relating to health and hygiene matters
- g) promptly report signs of health problems to the class teacher and comply with school policy and procedures for recording information about pupils' health, including issues of confidentiality
- h) provide appropriate levels of individual attention, reassurance and help for pupil(s) needs as identified in Individual Education Plans
- i) support the specific needs of specified pupils – physical, emotional and/or behavioural
- j) supervise children at arrival/departure and at other designated times in the school environment, in some cases the teacher may not be in the immediate vicinity
- k) where necessary and under the direction of the teacher, act as an escort on and off school premises, this may include situations where the teacher is not in the immediate vicinity or immediate sight and in accordance with the School Visits Policy

2. Support for the teacher(s):

- a) assist the class teacher in determining the most effective and safe layout of the learning environment for the age range and any special needs of the pupils and planned use
- b) prepare materials of the quality and quantity specified by the teacher
- c) help pupils to select equipment and materials relevant to their learning tasks and to use these safely and correctly
- d) regularly review stocks of equipment and materials and follow agreed procedures for reporting deficiencies, damage and shortfalls
- e) support the work of teachers and teaching assistants in training
- f) obtain the information needed and update individual pupil records at agreed time intervals, reporting any difficulties in maintaining these records to the teacher
- g) provide praise and encouragement to pupils to recognise and promote positive pupil behaviour in accordance with school behaviour and discipline policies
- h) support behaviour management at the beginning and end of lessons and during transfer around to the school
- i) where necessary, correct behaviour to maintain order and discipline
- j) report uncharacteristic behaviour patterns in individual pupils and incidents of inappropriate behaviour to the class teacher

3. Support for the school:

- a) attend in-service training and staff meetings when required
- b) contribute effectively to the review of team practice, identifying and sharing information on opportunities for improvement.
- c) demonstrate a willingness to share information and expertise, which could benefit other team members in their work
- d) comply with Health and Safety regulations
- e) give clear, accurate and complete information to other teaching assistants as needed for them to work effectively
- f) provide information to assist other professionals in their role in accordance with school policies and procedures
- g) maintain confidentiality
- h) actively encourage the development of positive relationships and promote confidence about the care and education of their children during contact and communications with parents, passing on any information given to you by parents to the appropriate staff member within the school
- i) promptly report any difficulties in communicating with parents to the class teacher
- j) take part in the wider life of the school

4. Support for the curriculum

- a) agree with the class teacher the curriculum plans and learning programmes and obtain and use equipment and materials appropriate to the learning objectives and pupils' development needs
- b) give support as needed to help pupils develop skills in the use of ICT
- c) obtain accurate and up-to-date information on pupils' current literacy skills – reading, writing, speaking and listening

and/or

- c) obtain accurate and up-to-date information on pupils' current numeracy skills - number and the number system, calculations, solving problems, shape, space and measures, handling data and problem solving, including any specific learning targets or difficulties

and/or

- d) agree appropriate support strategies with the teacher to provide literacy/numeracy support across the curriculum

and

- e) agree appropriate support strategies with the teacher and obtain the resources needed to implement these strategies

- f) promptly inform the Teacher when a pupil is experiencing learning difficulties that cannot be resolved
- g) use appropriate strategies for introducing pupils to key words to help them access the curriculum
- h) respond to pupils' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self images
- i) provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs
- j) monitor pupils' response to learning activities and, where necessary, modify or adapt activities to achieve the intended learning outcomes
- k) provide relevant information to the class teacher about pupils' learning achievements on a daily basis
- l) provide an appropriate level of assistance to enable pupils to experience a sense of achievement, maintain self-esteem and self-confidence and encourage self-help skills
- m) use appropriate strategies for challenging and motivating pupils to learn

5. Arrangements for appraisal of performance:

- a) participate in the annual performance review process

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 profile.

Signed:

Date:

**Teaching Assistant – Grade 3, Primary
Model Person Profile**

Skills and Abilities	Essential	Desirable	Assessed by
Effective communication of instructions and guidance	☺		Interview
Ability to adapt or modify interactions to pupils needs and interests	☺		Application
Ability to summarise and present information from observations of pupil performance	☺		Application & interview
Ability to manage time effectively	☺		Application & interview
Ability to recognise the range and implications of factors that impact on the behaviour of pupils, eg, age, gender and culture.		☺	
Knowledge			
Principles underlying effective communication, planning and collaboration	☺		Application & interview
Group dynamics and how to apply them	☺		Application & interview
How to provide a structured activity within a group setting	☺		Application & interview
The implications of the Children Act and child protection for selection and use of behaviour management strategies	☺		Application & interview
Health and Safety at Work Act 1974	☺		Interview
Relevant national, local and school development priorities	☺		Interview
How to obtain and interpret information on pupils' literacy/numeracy skills, individual learning targets and specific support needs		☺	Application and interview
Strategies suitable for supporting pupils' learning and how these relate to specific activities	☺		Application & interview
The legal implications and restrictions covering the recording of personal information, including the Data Protection Act, Children Act and the statementing process		☺	Interview
The behaviour patterns that might indicate problems, such as child abuse, substance abuse or bullying		☺	Application & interview
National policies for literacy and numeracy		☺	Application & interview
The resources used to develop literacy and numeracy skills		☺	Application & interview
Qualifications and Experience			
At least three years working as a Teaching Assistant and N/SVQ Level 3 in Teaching/Classroom Assistance (or equivalent qualification) and have been assessed to be competent to progress to Grade 3	☺		Interview