



Job title: **Teaching Assistant**  
Grade: **Scale 2**  
Responsible to: **SENCO**  
Liaises with: **Class teachers, HODs and SENO**

## Main purpose of the job

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 accordance with the ethos, aims and objectives of the school.

The Teacher and the Teaching Assistant work as a team - being 'partners' in supporting the pupils' access to learning and the whole curriculum (including the National Curriculum) and their independence as learners.

The Teaching Assistant works under the direction and control of the headteacher and the relevant HoD/SENCO/class teacher. At Grade 2 they would normally be expected to work under less direct supervision of a teacher. They may be required to work with groups or individuals from a class without the presence of the class teacher and supervise activities and tasks.

## Main duties and responsibilities

### 1. Support for pupils:

- a) provide appropriate levels of individual attention, reassurance and help for pupil(s) needs as identified in Individual Education Plans
- b) support the specific needs of specified pupils – physical, emotional and/or behavioural
- c) support pupil(s) access to the curriculum, their learning in particular lessons and their progress towards specific individual targets
- d) ensure that teachers are aware of the specific learning needs and targets of identified pupils
- e) foster pupil independence through supporting improvement in their knowledge, skills and understanding
- f) provide information, advice and direction to pupils about their behaviour within the agreed framework of school and departmental policies on discipline and behaviour
- g) take appropriate action to identify, analyse and minimise any risks to health, safety and security in the immediate working environment
- h) where necessary and under the direction of the teacher, act as an escort on and off school premises, normally in the presence or immediate vicinity of the teacher and in accordance with the School Visits Policy

## **2. Support for the teacher(s):**

- a) support pupil(s) access to the curriculum by differentiating instructions and resources
- 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) support the maintenance of pupil records by providing information to the teacher and recording, in accordance with school and departmental policy, the work and progress of pupils
- e) provide praise and encouragement to pupils to recognise and promote positive pupil behaviour in accordance with school discipline and behaviour policies
- f) support behaviour management at the beginning and end of lessons and during lesson transfer
- g) where necessary, correct behaviour to maintain order and discipline
- h) report uncharacteristic behaviour patterns in individual pupils and incidents of inappropriate behaviour to the teacher

## **3. Support for the school/department:**

- a) attend meetings, including meetings of the subject/learning support department/team, where appropriate
- b) support school and national tests and examinations by invigilation and/or acting as a reader or amanuensis as necessary
- c) support and assist in the administration of NFER and CAT assessments
- d) contribute to the review of team practice, identifying and sharing information on opportunities for improvement
- e) demonstrate a willingness to share information and expertise, which could benefit other team members in their work
- f) give clear, accurate and complete information to other teaching assistants, teachers, other professionals and the SENCO as needed, to support effective learning
- g) provide information to support pupil progress including information for pupil records, reports, Individual Education Plans and annual reviews
- 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 by parents to the appropriate staff member within the school
- i) promptly report any difficulties in communicating with parents and carers to the class teacher/SENCO

## **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) help pupils with the use of ICT and appropriate curriculum software
- c) obtain accurate and up-to-date information on pupils' literacy, current reading ability, their writing skills and oracy and language development
- d) agree appropriate learning support strategies with the teacher and obtain the resources needed to implement these strategies
- e) promptly inform the teacher when a pupil is experiencing learning difficulties that cannot be resolved

- 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
- g) provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs
- h) monitor pupils' response to learning activities and, where necessary, modify or adapt activities to achieve the intended learning outcomes
- i) 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
- j) 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 description, but which is in line with the general level of responsibility of the post.

**Teaching Assistant – Grade 2, Secondary  
Model Person Profile**

<b>Skills and Abilities</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessed by</b>
Ability to communicate and interact effectively with children and young people	✓		Interview
Ability to recognise and identify problems and take appropriate action	✓		Application
Ability to understand and contribute to educational programmes	✓		Application & interview
Ability to deal with pupils' physical, emotional and behavioural needs as well as provide individual support as appropriate	✓		Application & interview
<b>Knowledge</b>			
Awareness of child development and the range of behaviours expected at different ages and stages of development	✓		Application & interview
How to support a child whilst encouraging independence	✓		Application & interview
The importance of planning and evaluation of learning activities	✓		Application & interview
The importance of adults as role models and the importance of this for Teaching Assistants	✓		Application & interview
Record keeping systems and procedures used within schools	✓		Interview
School behaviour policies	✓		Interview
Schools' Health and Safety, confidentiality and Equal Opportunities policies	✓		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
<b>Qualifications and Experience</b>			
Either, at least two years experience of comparable work in a similar setting <b>and</b> N/SVQ Level 2 in Teaching/Classroom Assistance (or equivalent qualification) <b>and</b> have been assessed to be competent to progress to Grade 2	✓		Application
Or, at least five years experience of comparable work in a similar setting <b>and</b> have been assessed as competent to progress to Grade 2 <b>and</b> to be working towards N/SVQ Level 2 or prepared to a make a commitment to study for it.	✓		Application
Or, relevant GCSE or 'A' level qualifications or equivalent	✓		Application