

**Moving forward together; striving for excellence!**

# **HAROLD COURT PRIMARY SCHOOL**



**“Moving forward together; striving for excellence!”**

**FEBRUARY 2018**

Head Teacher Mr M J Dineen BA (Hons)  
Chair of Governors Mrs S Philpotts

**Recruitment pack for experienced Class room Teaching Assistant**

**APTC 3: 39 weeks per year – Term time only 8.40-3.20**

**Start date: as soon as possible**

**Fixed term contract with potential of Permanent full time post**

**Interviews: TBA**

## Moving forward together; striving for excellence!

Dear Applicant,

Thank you for showing interest to our advertisement for the position of a class room assistant at Harold Court Primary School. The post will vary between phases of our school depending on schools needs. This is an exciting opportunity that has arisen for you to join us as we work together to ensure the highest possible educational and pastoral standards are set and collaboratively achieved. I hope that you will find this information pack helpful. If you would like to learn more about our school we would be delighted to answer any questions you may have. Our contact details are in this pack and we offer tours of our wonderful school so you can see first-hand what we do and how we work. Harold Court is a school where everybody works hard to ensure that children feel safe and secure at school and instil in them a strong moral code, respect and tolerance for others. Our aim and vision for our school is;

'Moving forward together; striving for excellence!'

This aim is short so that everyone can know it, learn and live it. All children at Harold Court deserve the very best education possible. Each and every day growing, developing in a school environment that is lived, felt and recognised for its excellence!

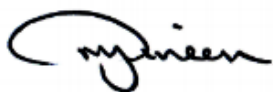
The school was built in 1929 and has been at the heart of the locality since this date. Over the years there have been many building works alterations in order to provide our children with the best possible facilities. In 2008 Havering Council built a new wing on the school to provide us with new classrooms and toilets. The school has recently expanded again with a wonderful new admin and entrance area to the school as well as 4 beautiful new classrooms including an extension to one of the halls. Our youngest children are four years old and our oldest are eleven. The maximum number for the school when at capacity will be 420 children in total.

We have a very skilled team of highly committed and professional teachers and leaders who work incredibly hard and there is always much to do. We are now looking to recruit class assistants including those with experience and ambition who want to further develop their skills and talents. First and foremost we are looking for dynamic and confident assistants who has the energy and skill to make a difference as well as flexibility. This post offers the possibility of working in any of our three phases (EYFS/KS1/KS2) in the future. There are also opportunities for continual professional development.

We take our role in raising the aspirations of our children and meeting the ambitions of our staff very seriously.

If you are hardworking, reflective, resilient, and looking to further develop your skills as a classroom assistant then we would love to hear from you.

Yours sincerely



Mr M J Dineen  
Head Teacher

## **The role of a Teaching assistant**

**We are looking to appoint skilled and ambitious practitioners who want to make a difference.**

We the children would like someone who is:

Enthusiastic about their job, from displaying our work to teaching us hard things like fractions!  
Is passionate about supporting all of us and really help us reach our targets not just Maths and English.

Is flexible and can work well as part of our lovely team of adults that work with us already  
Who has worked in a school before and knows how things work

Our Head Teacher Mr Dineen wants;

Someone that smiles, that is flexible, is firm but fair, works hard is patient and caring.

A member of staff that cares about us a whole child and recognises opportunities for us to 'fly'.  
Reaching our dreams!

**This post offers a genuine opportunity to lead and will require you to work in partnership with the school teaching staff team, taking our school to the next level and raising standards in teaching & learning.**

We can offer you:

- A genuine opportunity to make a difference.
- A highly skilled and driven team of friendly teachers to work with.
- Children willing and wanting to be engaged and learn.
- Experienced and enthusiastic, full time Classroom Assistants in every class.
- Well resourced classrooms and facilities including ipads/laptops
- High quality support and CPD to ensure that you are successful.
- An exciting, well organised and vibrant environment in which to work.
- A dedicated governing body who has a real interest in the whole school community.
- A fantastic community of parents and children who deserve the best.

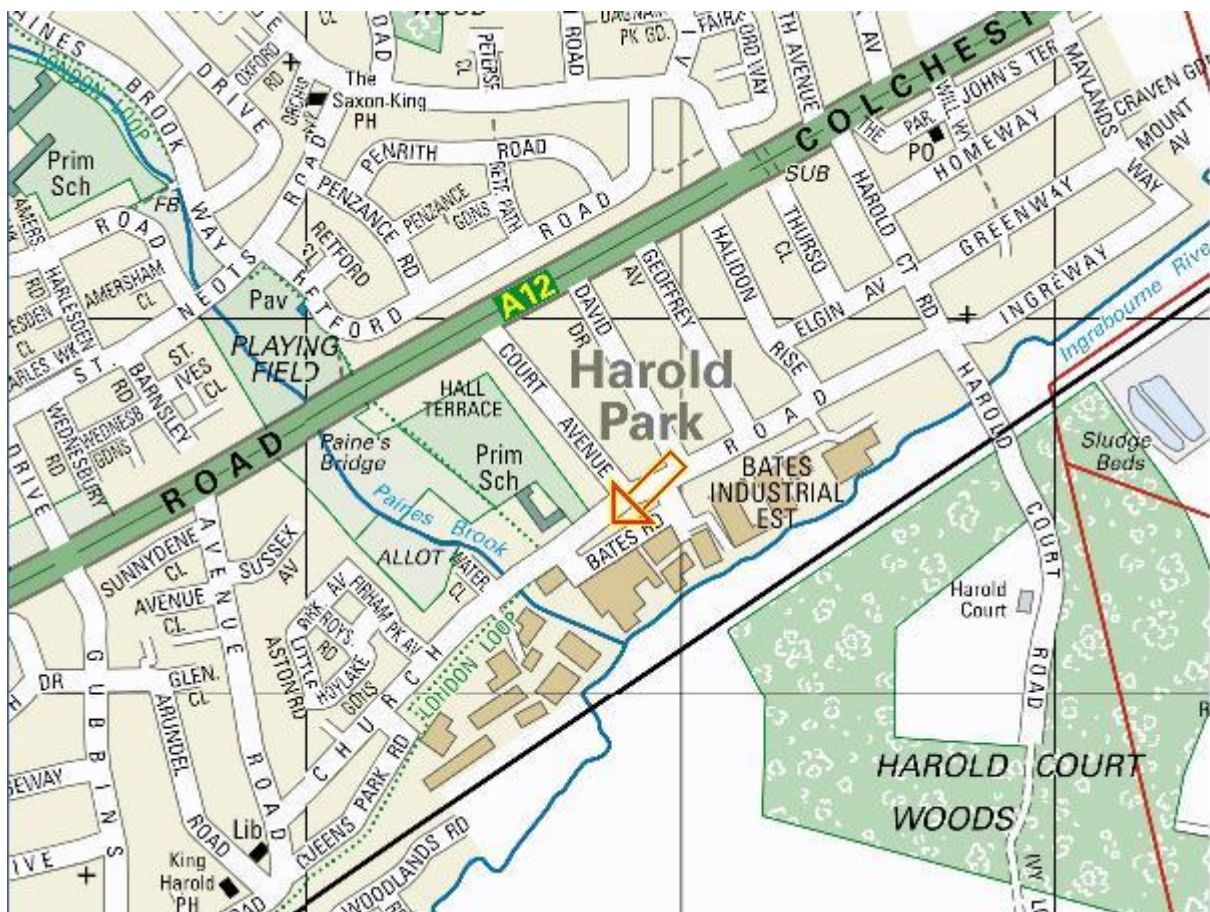
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## **WHERE IS HAROLD COURT?**

The school is in close proximity to Harold Wood station. There are a number of bus routes to the station and bus routes do go via the school. Please click on the Transport for London web link below for further information from home to school.

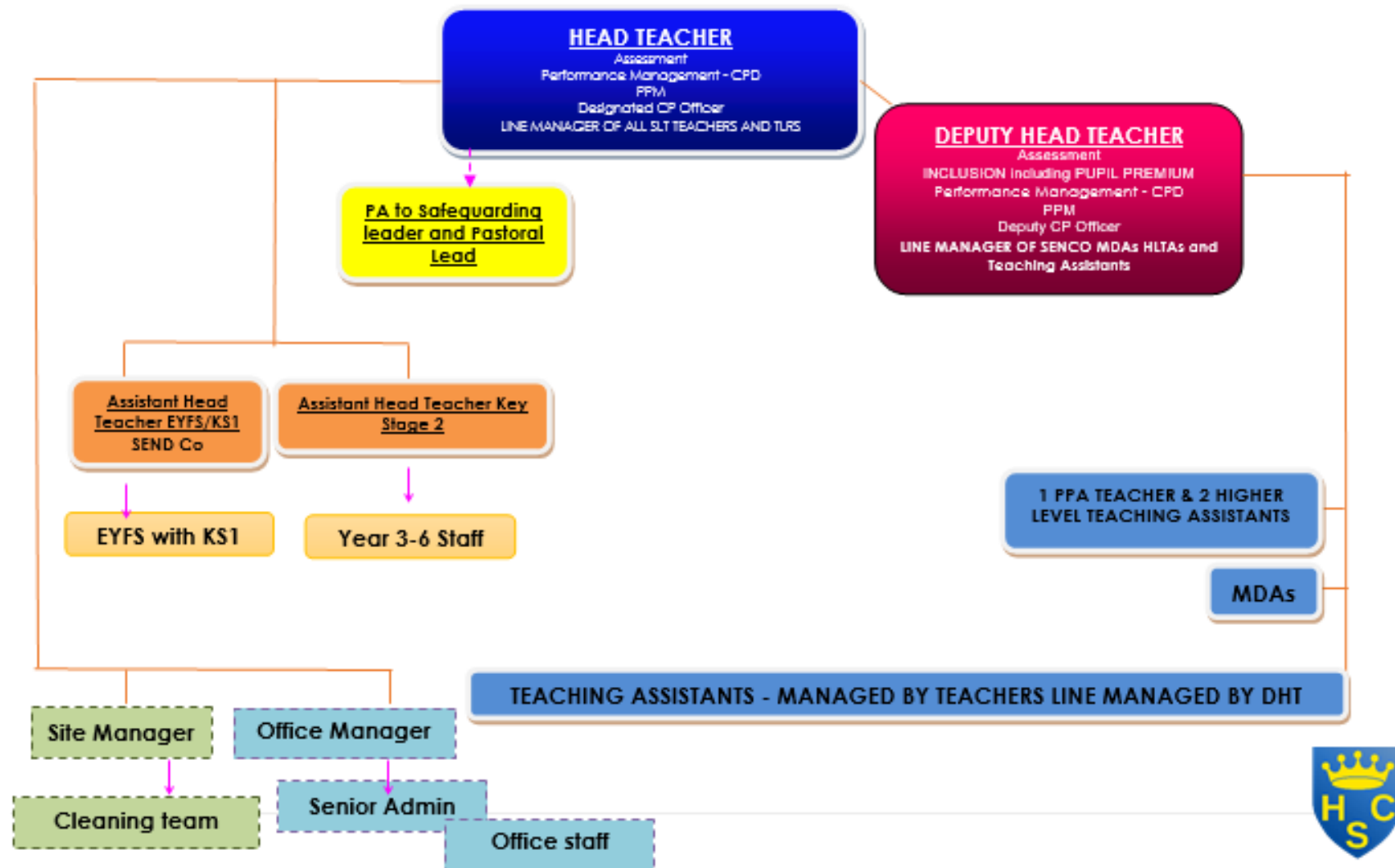
<http://www.tfl.gov.uk/gettingaround/maps/buses/havering.aspx>

The school is approximately three miles from Romford and nineteen miles from the centre of London. We are a ten minute walk away from Harold Wood shops and railway station and less than a mile from Junction 28 of the M25 and the A12.



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### HAROLD COURT PRIMARY SCHOOL STAFFING STRUCTURE SEPTEMBER 2018



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### CPD/PM structure – using professional standards for teachers as the basis for the organisation of the structure

#### 1. Relationships with children and young people

<b>teaching staff core standards</b>	C1 Have high expectations of children and young people including a commitment to ensuring that they achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them	C2 Hold positive values and attitudes and adopt high standards of behaviour in their professional role
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#### 2.

<b>Teaching assistant</b>  <b>Standards that fit in with teaching standards C1,2 Q1,2</b>	<p>Participate in activities to encourage communication and language (NVQ 2)</p> <p>Show how you include people and act fairly (CWDC)</p> <p>Support and respect people's differences in your day-to-day work (CWDC)</p> <p>Contribute to supporting children's emotional and social development and communication and intellectual development (NVQ 2)</p> <p>Contribute to planning to meet children's developmental needs (NVQ 2)</p> <p>Encourage children to be creative, to explore and to investigate (NVQ 2)</p> <p>Support bilingual/multilingual pupils during learning activities (NVQ 2)</p> <p>Support any children with disabilities or SEN by providing care and encouragement (NVQ 2)</p> <p>Respect pupils' social, cultural, linguistic and ethnic backgrounds and be committed to raising their educational achievement (CWDC)</p> <p>Treat pupils fairly and with respect and avoiding making assumptions about different cultures or backgrounds (CWDC)</p> <p>Build and maintain successful relationships with pupils, treating them consistently with respect and consideration and being concerned for their development as learners (CWDC)</p>	<p>Show how you promote the principles and values essential for working with children (CWDC Induction)</p> <p>Demonstrate and promote the positive values, attitudes and behaviour that the school expects of staff and pupils (CWDC)</p>
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	<p>Know how to interact with pupils in ways that support their development and their ability to think and learn</p> <p>Support pupils in reviewing their own learning (NVQ 3)</p> <p>Promote pupil performance and development (NVQ 3)</p>	
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### 3. Professional Attributes – Frameworks

<b>teaching staff core standards</b>	<p>C3 Maintain an up to date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.</p>	
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4.

<p><b>teaching assistant</b></p> <p><b>Standards that fit in with teaching standards C3, Q3</b></p>	<p>Understand the roles and responsibilities of teachers and other adults in the school and how their support role relates to these (CWDC)</p> <p>Know the limits of their role, including when to refer issues or people on, and to whom (CWDC)</p> <p>Know their role and responsibilities in relation to statutory frameworks and policies which are relevant to their role and act within them (CWDC)</p> <p>Know, understand and comply with procedures relating to the safeguarding of children, confidentiality and health and safety. (CWDC)</p> <p>Understand why it is important to follow policies and procedures and know where to find such policies and procedures (CWDC)</p>	
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### 5. Professional Attributes - Communicating and working with others

<b>teaching staff core standards</b>	<p>C4 a) Communicate effectively with children and colleagues.</p> <p>b) Communicate effectively with parents and carers, conveying timely and relevant</p>	<p>C5 Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and to raise their levels</p>	<p>C6 Have a commitment to collaboration and co-operative working where appropriate</p>
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	information about attainment, objectives, progress and well-being. c) Recognise that communication is a two way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children.	of attainment	
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6.

<b>teaching assistant</b>	Establish respectful, professional relationships with colleagues, parents, carers and other adults (CWDC)	Support learning activities and promote independent learning (NVQ 3)	Be clear about own job role and responsibilities and carry them out effectively (CWDC)
<b>teaching assistant</b>	Work collaboratively with colleagues and know when to seek help and advice (CWDC)	Liaise sensitively with parents and carers, when appropriate, and recognise their role in pupils' development and learning (CWDC)	Work with your manager, or other relevant person, to agree and follow a professional development plan (CWDC)
<b>Standards that fit in with teaching standards C4-6, Q4-6</b>	Communicate effectively with pupils, staff and other adults (CWDC) Understand potential barriers to communication and use strategies to help overcome them (CWDC) Contribute to effective team practice and the development of the work team (NVQ 3) Know who you are accountable to and who is accountable to you (as appropriate) in your working environment (CWDC) Communicate with children in clear, jargon-free language, without patronising them (CWDC)	Understand the valuable role families and carers play in supporting their children so they can achieve positive outcomes (CWDC)  Understand why children might behave in unexpected ways (CWDC)  Understand the contribution family, caring and social networks make to the development of children. (CWDC)	



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### 7. Professional Attributes - Personal professional development

<b>teaching staff core standards</b>	C7 Evaluate own performance and be committed to improving own practice through appropriate professional development	C8 Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified.	C9 Act upon advice and feedback and be open to coaching and mentoring.
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8.

<b>teaching assistant</b>  <b>Standards that fit in with teaching standards C7- 9, Q7-9</b>	Understand the importance of continued professional development (CWDC) Reflect on practice and take part in continuing professional development (NVQ 3) Work with manager, or other relevant person, to agree and follow a professional development plan (CWDC)	Be able to improve own practice and take opportunities to do so (CWDC)	Understand the opportunities for your career to progress and identify who can help you make the most of those opportunities. (CWDC)
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### 9. Professional Knowledge and Understanding - Teaching and Learning

<b>teaching staff core standards</b>	C10 Have a good, up-to-date, working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.	
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10.

<b>teaching assistant</b>  <b>to link with teaching standards C10, Q10</b>	Understand how to support pupils in lessons and what the intended outcomes are for the pupils they support (CWDC) Understand the need to adapt activities and experiences so individual children (SEN or with a disability) can take part (CWDC) Interest, motivate and involve pupils, providing encouragement and support for them as they learn (CWDC)	
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### 11. Professional Knowledge and Understanding - Assessment and monitoring

<b>teaching staff core standards</b>	C11 Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications	C12 Know a range of approaches to assessment, including the importance of formative assessment	C13 Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment	C14 Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement
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12.

<b>teaching assistant to link with teaching standards C11-14, Q11-13</b>	Prepare to run tests and examinations (NVQ 2) Implement and maintain invigilation requirements (NVQ 3)	Use assessment strategies to improve learning (NVQ 3)  Monitor pupils' responses to learning in relation to targets or objectives set by the teacher and modify their approach accordingly (CWDC)  Observe and report on pupil performance (NVQ 2)  Evaluate teaching and learning activities and outcomes (NVQ 3)	Collect and input pupil data (NVQ 3)	Know how to record information on pupils' learning and give feedback to pupils, teachers and other colleagues (CWDC)
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### 13. Professional Knowledge and Understanding - Subjects and curriculum

<b>teaching staff core standards</b>	C15 Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross curricular learning; and recent relevant developments	C16 Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives across the age and ability range they teach
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14.

<b>teaching assistant to link with teaching standards C15,16, Q14,15</b>		<p>Develop, use and improve own subject knowledge to support teaching and learning (NVQ 3)</p> <p>Develop and evaluate materials to support teaching and learning in a curriculum area (NVQ 3)</p> <p>Monitor and maintain supplies of curriculum resources (NVQ 3)</p> <p>Organise and maintain curriculum resources (NVQ 3)</p>
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### 15. Professional Knowledge and Understanding - Literacy, numeracy and ICT

<b>teaching staff core standards</b>		C17 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities
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16.

<b>teaching assistant to link with teaching standards C17, Q16,17</b>		<p>Know how to use ICT for their own and pupils' benefit (CWDC)</p> <p>Support pupils with activities to develop literacy skills (NVQ 2)</p> <p>Support pupils with activities to develop numeracy skills (NVQ 2)</p> <p>Prepare ICT resources for use in teaching and learning (NVQ 2)</p> <p>Support the use of ICT resources for teaching and learning (NVQ 2)</p> <p>Prepare for using ICT to support pupils' learning (NVQ 2 &amp; 3)</p>
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### 17. Professional Knowledge and Understanding - Achievement and diversity

<b>teaching staff core standards</b>	C18 Understand how children develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences	C19 Know how to make effective personal provision for those they teach, including those for whom English is an additional language or who have SEN or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching	C20 Understand the roles of colleagues such as those having specific responsibilities for learners with SEN, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children.	C21 Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and SEN and disabilities, and to refer to sources of information, advice and support from external agencies.
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18.

<b>teaching assistant to link with teaching standards C18-21, Q18-20</b>	Know and respond sensitively to factors that can affect the way pupils learn (CWDC)	Promote and support the inclusion of all pupils in learning activities and the wider school (CWDC)  Contribute to the inclusion of children with disabilities or SEN (NVQ 3)  Support learning activities for gifted and talented pupils (NVQ 3)	Understand the roles and responsibilities of teachers and others who work with pupils and how their support role relates to these (CWDC)  Report any concerns about pupils to relevant staff (CWDC)	Recognise when pupils are in danger of risk or harm, take action to protect them and report any concerns to relevant staff (CWDC)  Deal with accidents, emergencies and illness (NVQ 3)
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### 19. Professional Knowledge and Understanding - Health and well-being

<b>teaching staff core standards</b>	C22 Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children	C23 Know the local arrangements concerning the safeguarding of children	C24 Know how to identify potential child abuse and neglect and follow safeguarding procedures	C25 Know how to identify and support young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support
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20.

<b>teaching assistant to link with teaching standards C22-25, Q21</b>	Know about laws and national guidance relating to protecting (safeguarding) children (CWDC)  Understand other agencies' roles and responsibilities in keeping children safe from harm (CWDC)	Know when and how to refer a concern you have about child protection (CWDC)	Support the safeguarding of children from abuse (NVQ 3)	Support children in developing relationships (NVQ 3)  Understand the important developmental needs of children you work with (CWDC)
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### 21. Professional skills – planning

<b>teaching staff core standards</b>	C26 Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across a series of lessons informed by secure subject/curriculum knowledge	C27 Design opportunities for learners to develop their literacy, numeracy ,ICT and thinking and learning skills appropriate within their phase and context	C28 Set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning
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22.

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<b>teaching assistant</b>  <b>to link with teaching standards C26-28, Q22-24</b>	Contribute to the planning and evaluation of teaching and learning activities (NVQ 3)  Plan and deliver teaching and learning activities under the direction of a teacher (NVQ 3)	Support pupils' learning through ICT (NVQ 2& 3) Provide literacy and/or numeracy support to help pupils access the wider curriculum (NVQ 3)  Deliver teacher and learning activities NVQ 3	Escort pupils on visits and out of school activities (NVQ 3)  Supervise pupils on visits and out of school activities (NVQ 3)
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### 23. Professional skills – teaching

<b>teaching staff core standards</b>	C29 Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they: a) use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion b) build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress c) develop concepts and processes which enable learners to apply new knowledge, understanding and skills d) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly and using explanations, questions, discussions and plenaries effectively e) manage the learning of individuals, groups and whole classes, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners	C30 Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.
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24.

<b>teaching assistant</b>  <b>to link with teaching standards</b>	Understand how to support pupils in lessons and what the intended outcomes are for the pupils they support (CWDC)	
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C29,30 Q25

### 25. Professional skills – Assessing, monitoring and giving feedback

<b>teaching staff core standards</b>	C31 Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment	C32 Provide learners, colleagues, parents and cares with timely, accurate and constructive feedback on learners' attainment, progress and areas for development	C33 Support and guide learners so they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners	C34 Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching
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26.

<b>teaching assistant to link with teaching standards C31-34, Q26-28</b>	Observe and report on pupil performance and development (NVQ 3)  Contribute to maintaining the record keeping system (NVQ 3)	Know how to record information on pupils' learning and give feedback to pupils, teachers and other colleagues as appropriate (CWDC)	Support learning activities building and maintaining successful relationships with pupils and being concerned for their development as learners (CWDC)	
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### 27. Professional skills – Reviewing teaching and learning

<b>teaching staff core standards</b>	C35 Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary	C36 Review the impact of the feedback provided to learners and guide learners on how to improve their attainment
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28.

<b>teaching assistant to link with teaching</b>	Support the teacher in the evaluation of learning activities (NVQ 2) Monitor pupils response to learning in relation to targets or objectives	Show how your day-to-day work has been influenced by feedback from your colleagues or the children (CWDC)
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<b>standards</b> <b>C35,36 Q29</b>	set by the teacher and modify own approach accordingly (CWDC)	
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### 29. Professional skills – Learning environment

<b>teaching staff</b> <b>core</b> <b>standards</b>	<p>C37 a) Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safe guarding and well being of children so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school</p> <p>b) Make use of the local arrangements concerning the safeguarding of children and young people</p> <p>c) Identify and use opportunities to personalise and extend learning through out of school contexts where possible making links between in-school learning and learning in out-of-school contexts</p>	<p>C38 a) Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline in line with the school's behaviour policy</p> <p>b) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.</p>	<p>C39 Promote learners' self control, independence and cooperation through developing their social, emotional and behavioural skills</p>
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30.

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<b>teaching assistant</b>  <b>to link with teaching standards C37-39, Q30,31</b>	Use a range of strategies to establish a safe, purposeful learning environment and to promote good behaviour and attendance (CWDC)  Prepare and maintain a safe environment (NVQ 2)  Set up, maintain and dismantle displays (NVQ 3)  Encourage children's positive behaviour (NVQ 2)	Implement agreed behaviour management strategies (NVQ 3)  Support pupils in taking responsibility for their learning and behaviour (NVQ 3)	
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### 31. Professional skills – Team working and collaboration

<b>teaching staff core standards</b>	C40 Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them	
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32.

<b>teaching assistant</b>  <b>to link with teaching standards C40, Q32,33</b>	Know the principles of effective teamwork (CWDC) Show you are well-organised, reliable and dependable in your work (CWDC)	Know the staff support or supervision arrangements available to you (CWDC)
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## **Safe Recruitment Procedure**

Harold Court Primary School is committed to safeguarding and promoting the welfare of children and young people. In order to meet this responsibility, we follow a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below, but can be provided in more detail if requested. Successful candidates will be required to complete an enhanced DBS disclosure.

## **Disclosure**

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS Check). Applicants are required, before appointment, to disclose any conviction, caution or binding over including "spent convictions" under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 which meet the conditions for disclosure. These conditions can be found via [www.GOV.uk](http://www.GOV.uk). Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

## **Shortlisting**

Only those candidates meeting the right criteria will be taken forward from application.

## **Interview**

1. Those shortlisted will take part in an in-depth interview process which may involve a number of selection methods.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

## **Reference Checking**

References from any previous employers and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information. References will be requested prior to interview. If you wish to request a delay in the seeking of references, please contact the school directly.

## **Probation**

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the school with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safeguarding and relationships with pupils.

## **Code of Conduct**

We prioritise the welfare and safety of our pupils and as such, all new staff will be required to read and sign to state they understand and agree to abide by the guidelines laid out within the Code of Conduct. Failure to do so may result in disciplinary action and potentially dismissal.

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VALIDATED BY EDUCATION HR NOVEMBER 2016

London Borough of Havering  
Social Care & Learning Directorate

## Harold Court Primary Job Profile

Job Title: **Teaching Assistant**

Grade: **Grade 2 (APTC Scale 3)**

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. At Grade 2 they will be expected to work under less direct supervision by the class teacher and at times be expected to use their own initiative to organise activities and tasks.

### Principal Responsibilities

1. Support for pupils:
  - a) supervise the activities of individuals or groups of children to ensure their safety and facilitate their physical, emotional, social and educational development as directed by the class teacher
  - b) assist with the supervision of children off school premises
  - c) recognise uncharacteristic behaviour patterns in individual and/or groups of children and report these promptly to the class teacher
  - d) undertake activities necessary to meet the physical, emotional and educational needs of individuals and groups of children
  - e) contribute to discussions about the progress of individual children and to record observations
  - f) supervise children at arrival/departure and at other designated times in the school environment, usually in the immediate vicinity of the teacher
  - g) 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
  - h) be responsible for First Aid (after training) in the event of accident or injury and provide documentation as required
  - i) promptly report signs of health problems to the class teacher

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- j) **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**
- k) **provide appropriate levels of individual attention, reassurance and help for pupil(s) needs as identified in Individual Education Plans**
- l) **support the specific needs of specified pupils – physical, emotional and/or behavioural**

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

- a) **as directed by the teacher, prepare and set out learning resources and materials, checking their condition, storage and reporting any shortages to the teacher**
- b) **assist the teacher in the organisation of activities and materials**
- c) **assist the class teacher in compiling records, for example attendance, pupil progress, out of school activities**
- d) **help pupils to select equipment and materials relevant to their learning tasks and to use these safely and correctly**
- e) **support the work of teachers and teaching assistants in training**
- f) **update individual pupil records under the direction of the class teacher**
- g) **ensure that information for the school office is collected, collated and passed on as promptly as possible**
- h) **provide praise and encouragement to pupils to recognise and promote positive pupil behaviour in accordance with school discipline and behaviour policies**
- i) **support behaviour management at the beginning and end of lessons and during transfer around to the school**
- j) **where necessary, correct behaviour to maintain order and discipline**
- k) **report uncharacteristic behaviour patterns in individuals and incidents of inappropriate behaviour to the class teacher**
- l) **support the work of teachers and teaching assistants in training**

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

- a) **attend in-service training as required and meetings, including staff meetings, subject to working hours**
- b) **adhere to the school's policies and procedures**
- c) **comply with Health & Safety regulations**
- d) **comply with the school's requirement for the storage and security of pupil records at all times**
- e) **maintain confidentiality**
- f) **take part in the wider life of the school**



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### 4. Support for the curriculum

- a) have a knowledge of the teaching and learning objectives identified in the half-term and weekly planning meetings and to play an active part in these meetings subject to working hours
- b) prepare resources in collaboration with the class teacher in order to deliver the planned curriculum effectively
- c) give support as needed to help pupils develop skills in the use of ICT
- d) actively engage in the delivery of the educational work programmes and activities developed in conjunction with the class teacher
- e) assist in the monitoring and evaluation of the daily teaching and learning programme, through discussions with the class teacher and other members of staff. This may include assisting with the organisation, planning and delivery of the ALS, Springboard, ELS and FLS programmes. It may also include supporting and guiding other teaching assistant staff to deliver this work
- f) assist in the on-going pastoral and academic record of the class by recording observations and discussing these with the class teacher
- g) under the direction of the class teacher help pupils with activities which develop literacy/numeracy skills
- 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

### 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 3 or more years and has either completed or working towards the national N/SVQ level 3 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.

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London Borough of Havering  
Social Care & Learning Directorate

## Teaching Assistant – Grade 2, Primary

### Model Person Specification

Skills and Abilities	Essential	Desirable	Assessed by
Ability to communicate and interact effectively with children	✓		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 and emotional needs as well as provide individual support as appropriate	✓		Application & interview
Displays commitment to the protection and safeguarding of children and young people	✓		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

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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
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
<i>Qualifications and Experience</i>			
Either, at least two years experience of comparable work in a similar setting and N/SVQ Level 2 in Teaching/Classroom Assistance (or equivalent qualification) and have been assessed to be competent to progress to Grade 2		✓	Interview
Or, at least five years experience of comparable work in a similar setting and have been assessed as competent to progress to Grade 2 and to be working towards N/SVQ Level 2 or prepared to make a commitment to study for it.	✓		Application

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For further information about our school please visit [www.haroldcourtprimary.org.uk](http://www.haroldcourtprimary.org.uk)

To apply, please complete the online application form found at: [www.haveringschools.jobs](http://www.haveringschools.jobs)  
If you would like to discuss the role, please contact Head Teacher Mr Matthew J Dineen on  
Telephone: 01708 342275 or email [office@haroldcourt.org.uk](mailto:office@haroldcourt.org.uk) where we would be delighted to  
make an appointment to show you around our fantastic site!

If you have any technical issues with the application form, please contact Havering Education  
HR on 01708 434255 or email [educationhr@havering.gov.uk](mailto:educationhr@havering.gov.uk)

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