Job Description and Person Specification

Job Details	
Job Title	Teaching Assistant
Section	Classroom and pastoral
Reporting to	Headteacher or Assistant Headteacher. Class teacher on a day-to-day basis
Grade/Scale	GR9013 - Scale E
Responsible for	Assisting the class teacher to provide a full learning experience and support students.

Achievement Beyond Expectation

Role and Context

Core Purpose

To **support teaching and learning** by delivering care, learning activities and targeted interventions under the direction of teachers or senior staff. The role ensures pupils can access learning effectively in the classroom and wider school environment, while contributing to the smooth management of pupils and learning spaces.

Impact of Role

Improved pupil access to high-quality learning experiences through tailored support and adapted activities.
Enhanced progress for individuals and groups, through consistent, targeted intervention.
Positive classroom climate by assisting with behaviour, routines and organisation, enabling teachers to maximise teaching time.
Stronger inclusion across the school by helping pupils engage, participate and feel supported in all learning areas.
Effective teacher support through reliable assistance with pupil management, preparation of activities and maintaining a purposeful learning environment.

Other Job Information (e.g. any special factors or constraints)

- The postholder must follow KCSIE, report concerns, complete training, and uphold statutory duties.
- Required to maintain confidentiality, demonstrate integrity, and model the school's values in all interactions with pupils, staff and families.
- The role involves supporting pupils who may display distressed behaviour, emotional needs or communication challenges, requiring calm, consistent and empathetic responses
- This role may require physical demands, manual handling, walking/running and may include loud environments.
- Work may take place in classrooms, intervention spaces, playgrounds, corridors or off-site activities, sometimes involving physical effort, moving resources, or supporting pupils with mobility needs.
- Expected to engage in ongoing CPD, including mandatory safeguarding, SEND training, behaviour approaches and any role-specific development identified by line managers.
- Duties may vary depending on pupil needs, timetables, staffing or school priorities, including occasional supervision of whole classes under agreed systems.
- Flexibility around your assigned class; changes to the assigned class will be required to meet the needs of the students and school
- Support the school vision & mission statements.
- Must follow all health and safety procedures, including risk assessments, reporting of incidents, safe handling, and supporting pupils with medical or personal care needs where appropriate.

Key Responsibilities

Support to Pupils
Provide pastoral support to pupils, as well as feedback on issues such as progress, achievement, behaviour, and attendance, always seeking to establish productive relationships and acting as a role model.
Participate in comprehensive assessment of pupils and assist the teacher with the development and implementation of Individual Plans (education, behaviour, support or mentoring).
Under agreed school procedures and in line with statutory guidance on supporting pupils at school with medical conditions to give first aid and administer medication safely following the completion of appropriate training; to accompany sick or injured children home or to a health centre or hospital as necessary. To assist with programmes of special care—such as physiotherapy, hydrotherapy or speech and language therapy—under the direction of the appropriate specialist.
Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable.
Attend to pupils' personal needs and provide advice to units in their social, health and hygiene development.
Support the provision for gifted pupils with special needs.
Develop 1:1 mentoring arrangements with pupils and provide support for those who are distressed.
Promote the speedy and effective transfer of pupils across phases and the integration of those who have been absent.
Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance and, as appropriate, challenge, motivate and promote self-esteem.
Support for teachers
Liaise with feeder schools and other relevant bodies to gather pupil information.
Support pupils' access to learning using appropriate strategies and resources and work with other staff in planning and adjusting learning activities as appropriate.
Monitor and evaluate pupils' responses and progress against action plans through observation and rewarding.
Provide feedback and reports to other staff on pupils' achievement, progress and other matters, ensuring the availability of appropriate evidence. Be responsible for keeping and updating records and contribute to reviews of systems/records as requested.
Assist in the development and implementation of appropriate behaviour management strategies.
Deal constructively with parents/carers by exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
Assist in the development, implementation and monitoring of systems relating to attendance and integration.
Undertake administrative and clerical support including dealing with correspondence, compiling reports on attendance and behaviour and making telephone calls.
To provide short-term cover for classes when the teacher is absent, ensuring continuity of learning and maintaining a calm, safe and purposeful classroom environment. This includes supervising and supporting pupils, delivering pre-prepared work set by the class teacher or pathway lead and managing behaviour in line with school policy. TAs will receive appropriate guidance and support and are not expected to plan lessons or assess pupils' work beyond routine supervision.
Support for the curriculum
Implement agreed learning activities and teaching programmes, adjusting as necessary according to pupils' needs and ensure that they understand the range of activities, courses, organisations and individuals to provide support for pupils in improving their education.
Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.
Support for the school
Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
Establish constructive relationships and communicate with other agencies/professionals in liaison with the teacher, to support achievement and progress of pupils.
Attend and participate in regular meetings and take part in training and other learning activities as required.

Recognise own strengths and areas of expertise and use these to advise and support others and assist in the supervision, training and development of staff.
Undertake planned supervision of pupils out of school hours and supervise pupils on visits, trips and out of school activities as required.
Other
To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
To continue personal development as agreed.
To comply with the school's Health and Safety Policy and undertake risk assessments as appropriate and report incidents where necessary.
To undertake any other duty as specified by the Head Teacher not mentioned in the above.
To comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
To upheld the expectations within the staff code of conduct. To be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

Person Specification	
Essential	**Desirable**
Qualification/training	
• **GCSE Level 5 in English (or equivalent)** • **GCSE Level 5 in Maths (or equivalent)** • **NVQ 3 or equivalent in teaching assistance or experience** • **First Aid training/training in specific medical procedures.**	• **Autism awareness** • **Signalong** • **PECS** • **TEACCH** • **Trauma-informed practice** • **Restorative approaches** • **Read Write Inc** • **Numicon** • **Thrive** • **Zones of Regulation**
Experience	
• **Working with children with a range of special educational needs, including communication, physical, sensory or behavioural needs.** • **Supporting learning activities under the direction of a teacher.** • **Promoting positive behaviour and responding to incidents calmly and consistently.** • **Experience collaborating with teachers, support staff or external professionals.**	• **Supporting pupils with medical conditions.** • **Delivering structured literacy, numeracy or social-skills interventions.** • **Supporting pupils on trips, visits or off-site activities.**
Skills/knowledge	
• **Effective use of ICT.** • **Good keyboard skills.** • **Understanding of relevant medical and safeguarding policies.** • **Strong organisational skills and attention to detail.** • **Manual handling ability** • **Flexible approach to duties**	• **Knowledge of EHCPs and IEPs** • **Specialist SEND approaches** • **Curriculum knowledge**

• **Flexible approach to working environments** • **Confidentiality** • **Basic understanding of different types of special educational needs and how they affect learning.** • **Ability to use positive behaviour approaches and follow school policies.** • **Ability to communicate clearly with pupils, staff and parents.** • **Ability to monitor pupil responses and record progress accurately.**	

General Information

- This job description will be reviewed annually and may be amended in consultation with the post holder to reflect the evolving needs of the school.
- It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- Jobholders must be aware of and comply with all current guidance, policies and procedures relating to safeguarding and ensure that they are in accordance with statutory and school safeguarding requirements at all times.
- Job holders must ensure that they have read, understood and act in accordance with current school policies, particularly those intended to protect children and employees, for example, health, safety, welfare, safeguarding and inclusion.
- All work performed/duties undertaken must be carried out in accordance with relevant County Council, department and school's policies and procedures, within legislation, and with regard to the needs of our customers and the diverse community we serve.
- Jobholders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management.
- The school acknowledges the entitlement of all staff to continuing professional development.