Teaching Assistant Level 1
Job Description and Person Specification

PURPOSE OF THE POST

- To work under the direct instruction of teaching/senior staff, usually in the classroom with the teacher.
- To support access to learning for pupils and provide general support to the teacher in the management of pupils and the classroom.

GENERAL DUTIES

Support for the Pupil

- Supervise and support pupils ensuring their safety and supporting their access to learning.
- Establish good working relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
- Promote inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Encourage pupils to be as independent as possible.
- Attend to the pupils' personal needs.
- Implement pupil specific programmes, to support emotional and physical health and welfare needs.
- Follow behaviour management and positive handling programme.

Support for the Teacher

- Provide clerical/administration support (e.g., photocopying, typing filing, collecting money etc.).
- Assist with the display of children's work.
- Prepare the classroom as directed for lessons and clear afterwards.
- Be aware of pupil wellbeing, progress, achievements and inform the teacher.
- Undertake pupil record keeping as requested.
- Support the teacher in managing pupil behaviour, reporting difficulties as appropriate.
- Gather/report basic information from/to parents/carers as directed.

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Support for the Curriculum

- Support pupils to understand the learning intention and success criteria.
- Support pupils in respect of local and national learning strategies e.g., literacy, numeracy, early years as directed by the teacher.
- Prepare and maintain equipment and resources as directed and assist pupils in their use.
- Provide specific feedback to the teacher to support in assessing pupil understanding.

Support for the School

- Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned).
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall visions, values and aims of the school.
- Appreciate and support the role of other professionals to best meet the needs of the pupils.
- Attend relevant meetings as required.
- Participate in training and other professional development opportunities.
- Assist with the supervision of pupils out of directed lesson time, including before and after school if appropriate.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.
- Attend Awards' Evening and Parents' Evenings as directed with appropriate adjustments in hours.
- Use Team Teach de-escalation strategies in a highly effective manner.
- Use Team Teach positive handling appropriately in line with training.
- Please note that the job description provided is not an exhaustive list of all responsibilities and duties associated with this position.

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CORE RESPONSIBILITIES AND DUTIES

- Ensure that you understand and comply with the trust Health and Safety policy by following the relevant procedures that are in place.
- Read, uphold, and promote the safety and wellbeing of students as set out in the trust safeguarding procedures.
- Promote high standards of personal professional conduct in accordance with the trust Employee Code of Conduct.
- Please note that the job description provided is not an exhaustive list of all responsibilities and duties associated with this position.

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CRITERIA	**Experience, Qualifications and Training:** On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:

ESSENTIAL	DESIRABLE
• GCSE 3-1 (D-G) in English and Maths or Level 1 in Key Skills in English and Maths. • Willingness to participate in relevant training and development opportunities. • Willingness to complete Team Teach Behaviour Management and Physical Intervention course, and other courses/training as required.	• GCSE 3-1 (D-G) / Key Skills Level 1 in ICT (Must work towards an ICT qualification during the probationary period if you do not have this) • GCSE 9-4 (A*-C) English, Maths or ICT or Level 2 Key Skills in English, Maths or ICT • NVQ Level 2 in Supporting Teaching and Learning and/or 'A' Level in English, Maths and ICT and/or teaching degree qualification. • SEND experience • Experience of working in a school environment.

CRITERIA	**Ability, Skills and Knowledge:** In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:

ESSENTIAL
• Ability to work effectively within a team environment, understanding classroom roles and responsibilities. • Ability to build effective working relationships with all pupils and colleagues. • Ability to promote a positive ethos and role model positive attributes. • Good personal numeracy and literacy skills. • Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate. • Working knowledge of relevant policies/codes of practice/legislation. • Understanding of inclusion, especially within a school setting. • Ability to prepare resources to support learning programmes. • Ability to use basic technology – photocopier, computers, tablets, internet, email. • **Pupil Care** – Listen and respond to pupil need, seek out innovative ways of consulting pupils and engaging partners. Network with others to develop support for the benefit of the pupils and their families. • **Valuing Diversity** - Listen, support and monitor the diverse contributions made to school development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people's strengths, aspirations and abilities and help to develop their potential. Understand how valuing diversity can improve our ability to deliver better provision and reduce disadvantage. • **Developing Self and Others** - Ability to question and request the right training and development that links to the post, to seek opportunities that add to skills and knowledge, to respond positively to opportunities that arise and to support others' learning and share learning with others.

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Person Specification

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CRITERIA	**Personal style and behaviour:** In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour:
ESSENTIAL	
• High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements. • Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners. • Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work. • Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice. • Establish constructive relationships with parents and carers. • Able to improve their own practice through observations, evaluations and discussion with colleagues. • Ability to follow instruction / training.	