

JOB DESCRIPTION

SCHOOL:

Broughton Jewish Primary School

JOB DETAILS:

Job Title: High Level Teaching Assistant

Scale:

Directly responsible to: SEND Lead

Hours of Duty: Full time – Term time only

Summary of Role:

This role will involve you working in classes throughout school:

Supporting teaching and learning in classes

Planning and preparing lessons when the class teacher is not available

Delivering support to small groups to help improve outcomes for pupils.

Covering across the school when required

Main Duties and Responsibilities/Accountabilities:

Support for the Teacher

1. Create and maintains a purposeful, orderly and supportive environment, in accordance with lesson plans.
2. Assist with the planning of learning activities and support pupils to achieve learning goals.
3. Monitor the response of pupils to learning activities and record achievements/progress as directed and liaise with the class teacher.
4. Determining the need for, and preparing and maintaining general and specialist equipment and resources and assisting pupils in their use.
5. Provide detailed and regular feedback to teachers on pupils achievements, progress, problems etc.
6. Promote good pupil behaviour, dealing with incidents in line with School Policy and encourage pupils to take responsibility for their own behaviour.
7. Undertake routine marking of pupils work.
8. Establish constructive relationships with parents/carers.
9. To be responsible for keeping and updating records as agreed with the teacher, through the monitoring and evaluation of pupil's responses to learning activities through observation of achievement against pre-determined learning objectives.
10. Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil's responses/needs.

11. Administer routine tests and invigilate exams, and accurately record achievement and progress.

Support for the Pupils

1. Encouraging pupils to interact and work co-operatively with others and engage all pupils in activities. Promoting independence and employing strategies to recognise and reward achievement.
2. Supervise and provide particular support for pupils, including those with SEN, ensuring their safety and access to learning activities.
3. Assist with the development and implementation of individual Education/Behaviour Plans and Personal Care Programmes.
4. Establish constructive relationships with pupils and interact with them according to individual needs.
5. Promote the inclusion and acceptance of all pupils.
6. Encourage pupils to interact with others and engage in activities led by the teacher.
7. Set challenging and demanding expectations and promote self-esteem and independence.
8. Provide feedback to pupils in relation to progress and achievements under guidance of the teacher.

Support for the Curriculum

1. Undertake structured and agreed learning activities/teaching programmes, advising activities according to pupil responses.
2. Undertake programmes linked to learning strategies e.g. literacy, numeracy, KS3, foundation etc. and feedback to the teacher.
3. Support the use of ICT in learning activities and develop pupil's competence and independence in its use.
4. Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assess pupils in their use.

General Tasks

1. 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.
2. Contribute to the overall ethos/work/aims of the school.
3. Attend and participate in relevant meetings as required.
4. To assist in meeting the physical care needs of students as required.
5. To provide clerical/admin support e.g. photocopying, typing, filing, collecting money, administer coursework etc.

6. **Safeguarding**
The postholder must be aware of child protection issues and the need for confidentiality and to identify to the named child protection colleague in school, concerns in respect of individual children.

Review Arrangements:

The details contained in this Job Description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, the council will expect to revise this Job Description from time to time and will consult with the postholder at the appropriate time.

Job title	Grade	School	Location
Teaching Assistant	TBC dependant experience	Broughton Jewish Primary School	

Note to manager

In completing this form you are setting the expected standard for the person you need for this job on this occasion. Once completed, it will help to create your shortlist of candidates and to devise the questions you ask at interview. Please describe the criterion in ways that are both accurate and capable of being tested. Above all, the requirements must be job related and non-discriminatory. The job description, person specification and advertisement must be consistent. Each of the criteria must be identified under the **Essential** or **Desirable** headings. Whilst all criteria are important, those marked **Essential** must be met before an interview can be offered. (See Section 6 of the Recruitment and Selection Code of Practice for more information on producing a person specification)

Note to applicants

Whilst all criterions below are important, those under the **Essential** heading are the key requirements. You should pay particular attention to these areas and provide evidence of meeting them. Failure to do so may mean that you will not be invited for interview.

(*See grid overleaf)

Essential criteria	Necessary requirements – skills, knowledge, experience etc.	* M.O.A.
1.	Good Numeracy/literacy skills	A/I
2.	Supporting Teaching and Learning Level 2 Certificate (or equivalent)	A/I/C
3.	Effective use of ICT to support learning.	A/I
4.	Use of equipment technology.	A/I
5.	General understanding of national/foundation stage curriculum and other basic learning programmes/strategies.	A/I
6.	Basic understanding of child development and learning.	A/I
7.	Ability to self-evaluate learning needs and actively seek learning opportunities	A/I
8.	Ability to relate well to children and adults.	A/I
9.	Work constructively as part of a team, understanding classroom roles and responsibilities	A/I
10.	Working with or caring for children of relevant age.	A/I

Desirable criteria	Necessary requirements – skills, knowledge, experience etc.	* M.O.A.
1.	Completion of Teaching Assistant Introductory Training.	A/I/C
2.	Training in relevant strategies (e.g. literacy).	A/I/C
3.	Understanding of relevant policies/codes of practice and awareness of relevant legislation	A/I

Completed by	Date	Approved by	Date

Method of assessment (* M.O.A.)

A = Application form, **C** = Certificate, **E** = Exercise, **I** = Interview, **P** = Presentation, **T** = Test, **AC** = Assessment centre