

Job Description



Teaching Assistant

School:	Claydon Primary School
Reports to:	SENDCo through Class Teacher
Salary/Grade:	Grade 3 Point 4 - 6
Job Purpose:	To work to ensure that Claydon's vision, values and aims are achieved To work under the direct supervision of class teachers and the SENDCO to provide support for all pupils including SEND learners and other identified pupils to enable them to access the school curriculum and engage in all aspects of school life, in accordance with school policies and procedures. This may include 1:1 support for individuals or small groups of designated pupils, including in a whole class setting. For EYFS: To support the effective delivery of the Early Years Foundation Stage (EYFS) curriculum, working collaboratively with teaching staff to support children's learning, development, and wellbeing in line with the EYFS statutory framework.

KEY ACCOUNTABILITIES AND RESPONSIBILITIES:

- To work under the supervision of class teachers and SENDCO to provide care and encouragement to all children and young people including those with disabilities or special educational needs, supporting them to participate in activities and liaising, if required, with parents / carers / other professionals as appropriate.
- To work under the direct supervision of a teacher to carry out planned learning activities to meet the specific needs of designated children, either individually or in small groups, providing feedback on their engagement in activities and their achievement of the desired learning objectives.
- To be responsive to the needs of children when delivering planned activities and adapting as necessary to meet individual need
- To support the physical, intellectual, emotional and social development of pupils, including contributing ideas and suggestions to support planning, to meet their development needs.
- For EYFS: To support children's learning and development across all seven areas of learning in the EYFS framework, with particular focus on the prime areas (communication and language, physical development, and personal, social and emotional development).
- To observe and feed back to the teacher on pupil performance and behaviour, taking action as appropriate in line with relevant school policies.

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- For EYFS: To contribute to observational assessment and children's Learning Journeys, recording children's progress and achievements to inform planning and next steps.
- To help prepare, monitor and maintain a safe and secure learning environment in line with the teacher's lesson plans, provision maps and individual risk assessments.
- For EYFS: To support both indoor and outdoor learning environments, recognising the importance of outdoor learning as an integral part of EYFS provision.
- Liaising with class teacher, SENDCO and other professionals about individual education plans (IEPs) and/ or Educational Health Care Plans (EHCPs), contributing to the planning and delivery as appropriate
- Providing additional nurture to individuals when requested by the class teacher or SENDCO
- To support pupils to improve their numeracy and literacy skills through focussed learning activities and more generally across the curriculum.
- For EYFS/KS1: To support the teaching of systematic synthetic phonics and early reading, and to support early mathematical development including number sense and problem-solving.
- Assisting in supporting additional areas for development, e.g. speech and language, reading, spelling, handwriting/presentation, fine/gross motor skills etc
- For EYFS: To always model high-quality language and communication skills, supporting children's speech, language and communication development through quality interactions.
- To prepare and utilise ICT resources to support pupils' learning.
- To prepare and support the use of learning materials, adapting them as necessary to meet the needs of the designated pupil(s).
- For EYFS: To support child-initiated learning and play-based activities, recognising play as essential to children's development and learning.
- To participate in educational visits and off-site activities to support the full engagement of the designated pupil(s).
- To interact with and respond positively to children, young people and adults.
- To develop positive relationships with colleagues, providing consistent and effective support and working constructively as a member of the school staff team.
- To encourage participation in structured and unstructured learning activities, including play (timetabled and during breaks if required).
- For EYFS: To promote children's independence, self-regulation and resilience, supporting them to become confident learners.
- To proactively seek advice from class teachers and the SENDCo as needed, taking on board advice to be implemented to further meet the needs of all children
- To provide toileting support to pupils as necessary
- To provide agreed support to the teacher in the delivery of planned whole class learning activities.
- To contribute to the creation of visual displays, in accordance with the requirements of the teacher, in order to facilitate a relevant physical learning environment.

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- For EYFS: To support the creation of enabling environments that reflect children's interests and support the characteristics of effective learning (playing and exploring, active learning, creating and thinking critically).

Support for the curriculum

- Undertake tasks to support the curriculum and assist with events organised as part of the curriculum
- Support implementation of Government initiatives under the direction of the teacher
- **For EYFS:** Support the implementation of the EYFS statutory framework and Development Matters guidance
- Carry out learning activities, adjusting activities according to pupil responses and individual needs.
- Share in whole class teaching under the guidance of the class teacher e.g. phonic activities, guided reading etc.
- Support the use of ICT in learning and teaching activities and develop children's competence and independence in its use
- Make use of interactive white board as part of the teaching and learning process.
- Prepare, maintain and use equipment / resources required within the planning and assist children in their use.
- Accompany teaching staff and children on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.

Safeguarding

- To comply with safeguarding policies at all times.
- To understand and implement the requirements of Keeping Children Safe in Education (KCSIE) guidance.
- To report any safeguarding concerns immediately through appropriate channels (Designated Safeguarding Lead or deputies).
- To maintain appropriate professional boundaries with pupils at all times.

Professional Behaviour

- To be professional, friendly and respectful towards all colleagues, and to address any concerns through proper channels.
- To be professional, friendly, fair and firm with students, demonstrating the sort of politeness and respectfulness that we wish them to emulate.
- To be friendly, helpful and welcoming to parents/carers and others visiting or making contact with the Trust.
- To provide a good role model for students and staff.
- To support and uphold the aims, values and ethos of the Trust.

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- To maintain an appropriate and professional distance with students in more informal situations.
- To celebrate and praise the achievements of staff and students.
- To deal with everyone in the Trust community in a manner which conveys mutual respect.
- Not to behave towards anyone in the Trust community in a manner which is aggressive, intimidating or demeaning in any way.
- Be smartly and professionally dressed.

Miscellaneous

- To continue personal development as agreed at performance review meetings.
- To engage actively in the performance review process.
- To play a full part in the life of the school community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To comply with the Trust's Health & Safety policy and undertake risk assessments as appropriate.
- To show a record of excellent attendance and punctuality.
- **Desirable:** To hold or be willing to work towards a Level 3 CACHE/Childcare qualification or equivalent (particularly for EYFS).
- **Desirable:** To hold or be willing to undertake paediatric first aid training (particularly for EYFS).
- The duties of this post could vary from time to time as a result of new legislation, changes in technology or policy changes. Appropriate training will be given to enable the post holder to undertake this new/varied work

Penrose Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

This job description sets out the key outcomes required. It does not specify in detail the activities required to achieve these outcomes. As a term of your employment you may reasonably be expected to perform duties of a similar or related nature to those outlined in the job description.

This job description will be reviewed and updated periodically in order to ensure that it relates to the job performed or to incorporate any proposed changes. This procedure will be conducted by the line manager in consultation with the post holder. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to the job description following consultation.