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| **Job Description – Teaching Assistant Fens Primary School** |
| **Purpose of the Role:**  To work with teachers to support teaching and learning by working with individuals and/or small groups of pupils, adjusting activities within set parameters under the direction, guidance and supervision of teaching staff. |
| **Responsibilities:** |
| **To provide teaching and learning support to individuals and/or groups of pupils in the learning environment**  **Working under the direct supervision and guidance of a teacher:**   * Assist in the preparation of work and other activities for pupils in accordance with objectives set by teaching staff. * Implement planned learning activities and teaching programmes as defined by the teacher, adjusting activities within set parameters according to the pupils’ responses. * Participate in the evaluation of learning activities with teaching staff, providing verbal and written feedback on pupils’ progress, development and attainment, including providing written and verbal feedback on observations undertaken. * Work with individual pupils and/or groups of pupils on targets, assisting pupils to meet learning objectives. * Provide feedback to pupils in relation to attainment and progress under the guidance of a teacher. * Support learning by arranging/providing resources for lessons/activities under the direction of the teacher. * Support pupils in their social, emotional and personal development and well-being, reporting problems to the teacher as appropriate. * Within defined parameters and guidelines, share information concerning pupils with staff, parents/carers/guardians, internal and external agencies as appropriate. * Support independent learning and the inclusion of all pupils. * Support the raising of educational aspiration in all pupil/parent contact. * Support pupils using IT in their learning activities and develop pupils’ competence, confidence and independence in its use. * Assist in the creation of individual development plans as required by teaching staff. * Support the work of volunteers and other support staff in the setting. * Select, prepare and clear up materials used in the learning environment, ensuring that they are available for use as directed by the teacher, including photocopying, filing and the presentation and display of pupils’ work. * It is an expectation of the role that jobholders will engage with all pupils as directed by the school, in line with the overall goals of the school and the needs of all pupils. * Promote high standards of behaviour, employ effective de-escalation strategies and, where necessary, exercise appropriate physical intervention.   Teaching assistants will also:   * Work with individual pupils with special educational needs. * Record basic pupil data. * Support children’s learning through play. * Assist with breaktime supervision including facilitating games and activities. * Assist with escorting pupils on educational visits. * Invigilate exams and tests. * Work with pupils for whom English is not their first language. * Monitor and manage stock and supplies for the classroom. |
| **Professional Standards for Teaching Assistants:** |
| **Personal and professional conduct**  **Teaching assistants should uphold public trust in the education profession by:**   Having proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff.   Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.   Having regard for the need to safeguard pupils’ well-being by following relevant statutory guidance along with school policies and practice.   Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity.   Committing to improve their own practice through self-evaluation and awareness.  **Knowledge and understanding**  **Teaching assistants are expected to:**   Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.   Take opportunities to acquire the appropriate skills, qualifications, and/or experience required for the teaching assistant role, with support from the school/employer.   Demonstrate expertise and skills in understanding the needs of all pupils (including specialist expertise as appropriate) and know how to contribute effectively to the adaptation and delivery of support to meet individual needs.   Demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils.   Understand their roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.  **Teaching and learning**  **Teaching assistants are expected to:**   Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.   Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.   Use effective behaviour management strategies consistently in line with the school’s policy and procedures.   Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.   Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.   Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.  **Working with others**  **Teaching assistants are expected to:**   Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.   With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with.   Understand their responsibility to share knowledge to inform planning and decision making.   Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.   Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision. |
| **School Ethos:** |
| * Be aware of and support difference, and ensure equal opportunities for all. * Contribute to the overall ethos/work/aims of the school. * Develop constructive relationships and communicate with other agencies/professionals where appropriate to the role. * Attend meetings and liaise and communicate with colleagues in school and parents/carers. * Share expertise and skills with others. * Participate in training and other learning activities and performance development as required. * Recognise own strengths and areas of expertise and use these to advise and support others. * Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory. * To be aware of requirements in respect of confidentiality, child protection procedures, health and safety, behaviour management, equal opportunities, special educational needs and other policies of the governing body and local educational authority. * As and when required as directed by teaching staff, escort pupils home with an appropriate colleague. * Be an effective role model for pupils by demonstrating and promoting the positive values, attitudes and behaviour expected from pupils. * Carry out tasks for the domestic care and general welfare of pupils in respect of toileting, at meal times and changing using specialist equipment where necessary. |