

Sonning CE Primary School

Building strong foundations for the years ahead (Matthew 7:24-25)
 Love - Courage - Respect - Aspiration - Curiosity

Job title	Teaching Assistant Level 1	Employer	The Keys Academy Trust
Responsible to	Headteacher Key Stage Leading Teacher Class Teacher	Grade/salary range	Grade 3 SCP 5-6
Employment status	Status as agreed in offer letter	Hours of work	Hours as stated in offer letter

Scope		
Financial Accountabilities	NONE	
Budgets directly controlled	N/A	[include specifics, if applicable]
Budgets monitored on day-to-day basis	N/A	[include specifics, if applicable]
Staff Responsibilities	NONE	
Number of employees managed/supervised	N/A	[include specifics, if applicable]
FTE for the number of employees above (total)	N/A	[include specifics, if applicable]
Management of Physical Assets	NONE	
Nature of physical assets directly controlled	N/A	[include specifics, if applicable]
Details of service contracts managed	N/A	[include specifics, if applicable]

Job Description

Main job purpose

- To facilitate learning by supporting the needs of individual pupils, small groups of pupils and the class as a whole, in accordance with school policy and government initiatives in the pursuit of high standards of pupils' achievement.
- To provide general support to the teacher in the management of individual children, groups of pupils and the classroom.
- To work with pupils in the classroom to provide physical/general care and assist with their learning, under the direct instruction of teaching staff.

This member of staff may be deployed, under the direction of the Headteacher and Senior Leadership Team, to any year group and is expected to fulfil the following main duties:

Supporting and extending pupils' learning

- Supervise and provide support and access for pupils' learning across the curriculum, personalising support to match learners' needs.
- Effectively use a range of strategies to support learning, including modelling, scaffolding, open-ended questioning and prompting.
- Support pupils in how to learn and develop their thinking skills.
- Support pupils to become independent, cooperative and collaborative learners.
- Contribute to assessing pupils' progress and support them in reviewing their own learning.
- Identify and remove barriers to pupils' learning and make reasonable adjustments/adaptations to support this.

- Adapt and customise curriculum materials.
- Prepare and routinely maintain classroom materials/resources/displays, assist pupils in their use, clear afterwards and display pupils' work.
- Support and supervise pupils in lessons in relation to local and national learning strategies (e.g. English or Maths), using ICT to promote learning.
- Support the teacher in managing behaviour and report difficulties as appropriate.
- Undertake pupil record keeping, gather and report information from and to parents/carers as required.

Meeting pupils' wider wellbeing needs

- Be responsible for ensuring that the school's Safeguarding and Child Protection Policy is adhered to and concerns are raised in accordance with this policy.
- Promote inclusion, act as a role model, show awareness of individual needs and respond to them.
- Contribute to the management of pupils' behaviour, following the school's behaviour policy.
- Support the emotional wellbeing and mental health of pupils.
- Support pupils, including those with SEN and/or disabilities, to access all elements of school life.

Providing pastoral support

- Provide for the pupils' welfare/personal care both individually and in groups, and ensure their safety. This could include the administration of medicines to pupils.
- Promote all pupils' resilience.
- Safeguard the welfare of all pupils.
- For children with SEN and/or disabilities, act as a 'champion' and be an advocate for these pupils.

Supporting the wider work of the school

- Complete administrative tasks as necessary, under direction of a line manager. This may include, but is not limited to:
 - Filing of children's work/resources
 - Maintaining pupil records
 - Assisting with communication organisation
 - Supporting with trip organisation
 - Liaising with parents/carers for class-specific administrative purposes
- Comply with policies and procedures relating to child protection, health, safety, welfare, security, confidentiality, data protection, Prevent and whistleblowing, and reporting any concerns to the appropriate person.
- Actively support the school's and borough's equal opportunity policies, and ensure that all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall aims, ethos and targets of the school and to attend/participate in relevant meetings as required.
- Contribute to the school's improvement planning and self-evaluation process. Be aware of and take part in the school's performance management framework, and participate in training and development activities as required.
- Assist with the supervision of pupils out of lesson times (including on arrival and departure from school and during playtimes), as detailed on a rota.
- Accompany children on school trips, and other out-of-school activities with the teacher as required, taking responsibility for a group (under direction of the trip leader).
- Set a good example in terms of dress, punctuality and attendance.

Working with colleagues

- Support and maintain collaborative, productive working relationships with school staff and professionals from external agencies.
- Contribute to, and support the work of, other supporting adults within the school (e.g. SENDCo).
- Take responsibility in developing own continuing professional development.
- Undertake any other duties commensurate to the post, as allocated by the Headteacher or designated line manager/s.

Safeguarding statement

We take our safeguarding responsibilities very seriously, and we work hard to make sure our school has effective safeguarding systems in place. We expect everyone working in the school to share a common objective to help keep children and young people safe by contributing to adhere to the following at all times:

- Provide a safe environment for children and young people to learn in.
- Identify children and young people who are likely to suffer significant harm and take appropriate action with the aim of making sure they are kept safe both at home and in the education setting.
- Act in a professional and appropriate manner with regard to safeguarding and conduct at all times.

Person Specification

Qualifications and Training	Essential	Desirable
Maths and English skills, appropriate to the age range.	x	
NVQ or similar qualification.		x
Any additional training/experience related to recent Teaching Assistant work.		x
Knowledge of basic first aid, or willingness to learn.	x	
Competence Summary	Essential	Desirable
- Skills / abilities		
Knowledge of the National Curriculum and/of Early Years Foundation Stage		x
Experience of working with, or caring for, children of relevant age.	x	
Good questioning skills.	x	
Good observation and assessment skills.	x	
Excellent communication and interpersonal skills.	x	
Maintain confidentiality at all times.	x	
An ability to speak with confidence and accuracy, using accurate sentence structures and vocabulary.	x	
Understanding of the wider community and willingness to engage with out-of-school activities (e.g. school fayres).	x	
Ability to cope with personal hygiene needs and respond sensitively to pupils needs.	x	
Ability to use basic technology, e.g. iPad, camera, photocopier, video recorder, computer.	x	
- Experience		
At least 1 or 2 years' experience of working with primary-age children.		x
Previous TA or teaching experience.		x
- Personal qualities		
Ability to work constructively as part of a team.	x	
Ability to relate well to adults and children, respond sensitively and flexibly to competing demands from pupils.	x	

Calm under pressure, adaptable and energetic.	x	
A kind, warm and caring person.	x	
A good listener and sensitive to pupils' needs.	x	
A sense of responsibility and purpose.	x	
Positive behaviour management.	x	
A good sense of humour and a positive outlook on life and challenges.	x	
Flexibility and use of initiative is very important.	x	
- Special factors		
Ability to guide children through their learning, focussing on skills learnt rather than work completed.	x	
Possess relevant skills to undertake general clerical/administrative tasks to support teachers.	x	
Work-related Personal Requirements	Essential	Desirable
Committed to equality of opportunity.	x	
Other Work Requirements	Essential	Desirable
Suitability to work with children.	x	
Participate in training and development activities.	x	
Flexibility to accommodate educational trips (may include residential).		x