



PERSON SPECIFICATION

DUTIES AND RESPONSIBILITIES OF THE ROLE

Support for Pupils, Teachers and the Curriculum

- Work collaboratively with teachers and other professional agencies to provide effective support for learning activities
- Awareness of and work within school policies and procedures
- To work with children and young people who have additional needs. Providing an appropriate level of emotional and physical support where necessary
- To provide support under the direction and supervision of teaching staff to assist pupils to access the curriculum and participate fully in school activities
- Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress
- Support the teacher in behaviour management and keeping pupils on task based on the expectations for individual pupils
- Support the teacher in monitoring, assessing and recording pupil progress/activities
- Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher
- Support children's learning through play and planned learning activities
- Support learning by arranging/providing resources for lessons/activities under the direction of the teacher and in line with health and safety requirements
- Support pupils in their social development and their emotional well-being, reporting problems to the teacher as appropriate
- Invigilate examinations and tests
- Assist with the supervision of pupils before school, break times, lunchtimes (not as a supervisory assistant) and after school clubs if required
- Provide cover to supervise a class and/or small group on an unexpected non-timetabled basis only
- Assist in escorting and supervising pupils on educational visits and out of school activities under the direction of a teacher
- Maintain of a clean, safe and tidy learning environment

The above is not exhaustive and the post holder will be expected to undertake any duties which may reasonably fall within the level of responsibility and the competence of the post as directed by the Headteacher.



PERSON SPECIFICATION

Post title: Teaching Assistant

Attribute / Criteria	Essential	Desirable
Professional Qualifications/ Training	This will include <ul style="list-style-type: none"> Level 2 or higher Teaching Assistant Qualification or other relevant qualification/s 	This may include <ul style="list-style-type: none"> Recent First Aid certificate Additional SEND training
Employment Experience	This will include <ul style="list-style-type: none"> Experience of working with children with special educational needs. Experience of the implementation of SEND plans 	This may include <ul style="list-style-type: none"> Working with children with specific SEND
Professional Skills	This will include <ul style="list-style-type: none"> A clear understanding of effective teaching and learning strategies to support children with SEND. The ability to work with bespoke curriculum for a child with SEND. The ability to work well as part of a team Know how to support the development of social communication, literacy and numeracy skills. Understand how to support and develop independence. Assess and feedback to SENDCo on the progress made by the individual child and plan next steps. Facilitate play and social interaction in unstructured time/transition time. Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to relate well to children and adults. Able to prioritise tasks and act on own initiative. 	This may include <ul style="list-style-type: none"> Ability to contribute to whole school development Knowledge of the Primary National Curriculum.
Personal Skills	This will include <ul style="list-style-type: none"> Demonstrate commitment to all aspects of school life. Provide a warm and welcoming environment to our families. Develop effective relationships with pupils, parents and carers. Evidence of high levels of enthusiasm, commitment, energy and flexibility. Good oral and written communication skills. Effective ICT and classroom organisation skills. Able to work independently or as part of a team Demonstrate emotional resilience in working with challenging behaviours. 	This may include <ul style="list-style-type: none"> Be willing to take part in residentials, extra-curricular activities

SOURCES OF ASSESSMENT:

- Application form
- Performance in Interview
- References
- Verification of qualifications (original documents are required to be presented at interview)