

**Teaching Assistant for our**  
**Boldmere Inclusion Base for EYFS / KS1 and KS2**  
**and Boldmere Junior School**

**Job Description**

**Grade: GR3**

**1. Job Purpose**

- 1.1 This level is applicable to experienced teaching assistants whose working role calls for competence across a varied range of responsibilities.
- 1.2 To support teaching staff in the development and education of pupils including the provision of specialist skills as appropriate.

**2. Key Responsibilities**

**Support for pupils (either individually or in groups)**

- 2.1 Support the activities of individuals or groups
- 2.2 Establish and maintain relationships with individual pupils and groups
- 2.3 Contribute to individual Education Plans as appropriate
- 2.4 Support pupils during learning activities
- 2.5 Promote pupils' social and emotional development
- 2.6 Contribute to the health and well-being of pupils
- 2.7 Provide support for bilingual/ multilingual pupils (where appropriate to the focus of the role)
- 2.8 Support children with specific needs (where appropriate to the focus of the role), for example, sensory and/ or physical impairment, cognitive or learning difficulties, behavioural, emotional and social development needs, communication and interaction difficulties
- 2.9 Support pupils with literacy and numeracy skills
- 2.10 Support pupils to access the curriculum
- 2.11 Dealing with the personal care needs of children where appropriate in line with the guidance of the local authority

- 2.12 To provide communication support to enable full access to the curriculum and any extra curricula activities e.g. lessons, assemblies, parents' evenings, reviews and visits
- 2.13 To provide support in a manner which facilitates the child's cognitive development by removing barriers to learning
- 2.14 To clarify, modify and adapt materials to an appropriate level according to need
- 2.15 Under the guidance of the class teacher and SENCO, contribute to setting individual targets and to the review of those targets. Attend and contribute to meetings to review students' progress, and contribute to written reports
- 2.16 To provide support for students' emotional and social development by encouraging and modelling positive behaviour, and dealing with disruption as agreed in the school Behaviour Management Policy
- 2.17 To liaise with professionals and external agencies where necessary under the direction of the class teacher and SENCO
- 2.18 To maintain and monitor the use of specialist equipment and promote optimum use of specialist equipment in all settings
- 2.19 To promote the pupil's independence skills in communication, learning and social skills

### **Support for the teacher(s)**

- 2.20 Observe and report on pupil performance
- 2.21 Contribute to the planning and evaluation of learning activities
- 2.22 Assist in preparing and maintaining the learning environment
- 2.23 Contribute to the management of pupils' behaviour
- 2.24 Contribute to maintaining pupils' records
- 2.25 Support the maintenance of pupils' safety and security
- 2.26 Supervise the whole class for a short time in an emergency (normally for a period less than a whole lesson until the teacher returns or alternative arrangements are made) or for a very short period of planned absence for less than a whole lesson

- 2.27 Undertake routine marking in line with school policy
- 2.28 Provide general administrative support, for example, administer coursework, produce worksheets etc
- 2.29 Undertake joint home visits as appropriate and in line with LEA policy

### **Support for the school**

- 2.30 Support the development and effectiveness of team work within the school environment
- 2.31 Develop and maintain working relationships with other professionals
- 2.32 Liaise with parents as appropriate
- 2.33 Review and develop own professional practice
- 2.34 Work as required across the curriculum and in all Key Stages within the school in accordance with the job requirements

### **Support for the curriculum**

- 2.35 Support the use of information and communication technology in the classroom

### **General**

- 2.36 Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with
- 2.37 To ensure their tasks are carried out with due regard to Health and Safety
- 2.38 To participate in appropriate professional development including adhering to the principle of performance management
- 2.39 To adhere to the ethos of the school
  - 2.39.1 To promote the agreed vision and aims of the school
  - 2.39.2 To set an example of personal integrity and professionalism
  - 2.39.3 Attendance at appropriate staff meetings and parents evenings
- 2.40 To provide appropriate cover for any internal PPA arrangements

2.41 Any other duties as commensurate within the grade in order to ensure the smooth running of the school

**3. Supervision Received**

3.1 Supervising Officer's Job Title: executive Head Teacher / Head of School

3.2 Level of supervision:

- ~~1. Regularly supervised with work checked by supervisor~~
2. Left to work within establishment guidelines subject to scrutiny by supervisor
- ~~3. Plan own work to ensure the meeting of defined objectives~~

**4. Supervision Given** (excludes those who are indirectly supervised i.e. through others)

<b>Post Title</b>	<b>Grade</b>	<b>No of Posts</b>	<b>Level of Supervision</b> (as in 3.2 above)
<b>TEACHING ASSISTANT</b>	<b>3</b>	<b>3</b>	

**5. Special Conditions**

5.1 None

## Person Specification

### Method of Assessment (MOA)

AF Application Form	C Certificate	I Interview	T Test or Exercise	P Presentation
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Criteria	Essential	MOA
<b>Education/Qualifications</b> NB: Full regard must be paid to overseas qualifications.	NVQ Level 3 for Teaching Assistants or equivalent  Qualifications links to special needs education - desirable	AF/C
<b>Experience</b> Relevant work and other experience	Experience with supporting children with SEND  EYFS, KS1, KS2 experience  Experience of working with children with Autism desirable  Speech and language experience - desirable  Experience of supporting children in a classroom environment, including those with special educational needs  Experience of using Information Technology to support pupils in the classroom	AF/I       AF/I
<b>Skills &amp; Ability</b> e.g. written communication skills, dealing with the public etc.	<b>*Delete if not applicable</b> *An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by <b>Part 7 of the Immigration Act 2016</b>  A good standard of education particularly in English and Mathematics  Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment  Knowledge of SEN Code of Practice  Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance	AF/I/T   AF/I   AF/I  AF/I

	that are appropriate to the age and development stage of the pupils	AF/I
	Ability to provide classroom cover – with agreed parameters – in the absence of the class teacher	AF/I
	Ability to consistently and effectively implement agreed behaviour management strategies	AF/I
	Ability to use language and other communication skills that pupils can understand and relate to	AF/I
	Ability to establish positive relationships with pupils and empathise with their needs	AF/I
	Ability to demonstrate active listening skills	
	Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs, encouraging the pupils to stay on task	AF/I
	Ability to monitor the pupils' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes	AF/I
	Ability to carry out and report on systemic observations of pupils' knowledge understanding and skills	AF/I
	Ability to assist in the recording of lessons and assessment as required by the teacher	AF/I
	Ability to offer constructive feedback to pupils to reinforce self-esteem	AF/I
	Ability to work effectively and supportively as a member of the school team	
	Ability to work within and apply all school policies e.g. behaviour management, child protection, Health and Safety, Equal Opportunities	
<b>Training</b>	Willingness to participate in further training and developmental opportunities offered by the school and county, to further knowledge	AF/I
<b>Other</b>		

All staff are expected to understand and be committed to Equal Opportunities in employment and service delivery.

Reviewed by:

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Date:

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