

Full time Teaching Assistant Job Description

Job title: Teaching Assistant

Age range: Primary

Employed by: NCBIS - to support the vision, positive ethos and policies of the school

Responsible to: Classroom teacher, Phase HLTA and Head of Primary

Qualifications: Degree, relevant experience, proficiency in English in speaking, understanding and writing

Experience: Experience of working with children within an educational environment.

Working hours:

- Full time;
- To be in school by 7.30 am until 3.30 pm, 4pm on staff meeting days and 3pm on a Thursday;
- To attend relevant staff meetings and other professional school-related activities, including those outside normal working hours, as required or directed by the Head of Inclusive Learning.

KEY DUTIES OF THE ROLE:

A. Safeguarding and Health and Safety Duties

- be fully aware of the principles of safeguarding as they apply to vulnerable children and adults in relation to the role;
- to be responsible for promoting and safeguarding the welfare of children and young people within the school;
- help to keep children safe;
- be aware of and comply with all school policies and procedures;
- assist with the supervision of pupils during lessons, including before and after school and at break times as directed;
- escort and supervise students on educational visits and out of school activities;
- ensure that the designated member of staff for child protection is made aware and kept fully informed of any concerns which the post holder may have in relation to safeguarding and/or child protection.

B. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect;
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils;
- guide pupils to reflect on the progress they have made and their emerging needs.

C. Support for the Teacher

- to work under the guidance and alongside the class teacher to prioritise support of teaching and learning in the classroom;
- to provide general support to the class teacher in the management and organisation of the pupils and the classroom;
- to assist the teacher in creating and maintaining a purposeful, positive, proactive and supportive learning environment;
- to carry out administration work as directed by the class teacher or Phase HLTA.

D. Collaborate with teachers in planning and delivering lessons

- to plan quality teaching and learning alongside the class teacher and year group team;
- to attend planning meetings and staff meetings as directed and required;
- within an agreed system of supervision, to facilitate learning during short periods of absence of the class teacher;
- to work together with the classroom teacher and resources assistant to prepare thematic and reading resources;
- to support students in access to computing activities as directed and therefore to have a good competency in computing;
- as identified on planning and discussions on planned learning activities, to prepare specialist equipment and resources necessary to support learning and taking into account pupil's needs, interests, language and cultural backgrounds.

E. Adapt support to respond to the strengths and needs of all pupils

- to promote the inclusion of all pupils ensuring they have equal access to opportunities to learn and develop;
- to identify the students on the inclusive learning register and pastoral register and to work with the inclusion and pastoral teams to understand the identified needs and how to fully support these;
- to complete any required professional development courses that promote the understanding of supporting different school needs.

F. Make accurate and productive use of assessment

- work with the class team to carry out summative and formative assessments with support and supervision.

G. Manage behaviour effectively to ensure a good and safe learning environment

- have high expectations, clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.

H. Fulfil wider professional responsibilities

- demonstrate a positive contribution to the wider life and ethos of the school;
- take responsibility for improving teaching through appropriate professional development by working collaboratively and responding to advice and feedback from colleagues;
- communicate effectively across the school community;
- undertake duties and administrative tasks as directed and needed within the classroom and TA team ;
- contribute to the wider promotion of English through whole-school events and initiatives and the overall vision, mission and aims of the school.

G Internationalism/ Global Citizenship

- promote the school's understanding of internationalism and global citizenship;
- promote the development of the Learner Profile;
- make links between English topics and global mindedness.

Person Specification

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LEVEL 1 TEACHING ASSISTANT person specification	Essential	Desirable
Qualifications		
Educated to degree level	✓	
Outstanding proficiency in English in speaking, reading, understanding and writing	✓	
Holds CACHE Level 2 Award - (or equivalent qualification)		✓
Holds IELTS – minimum overall score of 6.5		✓

Experience		
Experience of working with children within an educational environment		✓
Professional Knowledge and Understanding		
Ability to work constructively as part of a team, understanding classroom roles and responsibilities	✓	
Understanding of children developmental milestones and learning	✓	
Good curriculum knowledge, including technical mathematics	✓	
Good knowledge of Google Suite		✓
Professional Skills		
Appropriate knowledge of first aid		✓
Able to plan and work collaboratively with colleagues		✓
Excellent organisation and prioritisation of tasks skills		
Personal Attributes		
Commitment to excellence	✓	
Ability to enthuse and motivate others	✓	
Commitment to professional development	✓	
Ability to cope with frustration	✓	
Proactive	✓	
Ability to embrace change	✓	
Excellent interpersonal skills	✓	