

**Vacancy Reference No:**

**Job Title:** Teaching Assistant

**Directorate:** Children, Learning and Young People

**Post Number:** 024372

**Service:** Schools

**Grade:** Level 3

**Location:** Willenhall Community Primary School

**Hours:** 8.30 to 4pm (35 hours per week)

## Job Purpose

To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

## Duties and Responsibilities:

### Supporting Pupils (General)

- Attend to the pupil's personal needs, and implement related personal programmes, including social, health, physical, hygiene, medication, first aid and welfare matters, as appropriate
- Deliver pastoral and learning support
- Supervise and provide particular support for pupils, including those with SEND, ensuring their safety and access to learning activities
- Use specialist (curricular/learning) skills/training/experience to support the pupil
- Assist with the development and implementation of Action Plans/Behaviour plans/EHCP/MSPs
- Establish constructive relationships with pupils, act as a role model, set high expectations and interact with them according to individual needs
- Promote the inclusion and acceptance of all pupils in the classroom by encouraging them to interact and engage in activities led by the teacher
- Support individuals /groups of children and take responsibility for their learning
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage pupils in activities
- Set challenging and demanding expectations; motivate, promote self-esteem and independence to encourage them to achieve
- Provide feedback to pupils in relation to progress and achievement

## **Supporting Teachers**

- Work with the teacher to establish an appropriate learning environment
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Use strategies in liaison with the teacher, to support pupils to achieve learning goals
- Monitor and evaluate the pupil's responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- Undertake marking of the pupil's work and accurately record achievement/progress
- Within the school's behaviour policy, apply behaviour management strategies and techniques to anticipate and manage behaviour constructively and contribute to a purposeful learning environment
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents, or as directed
- Administer and assess routine tests
- Provide general administration tasks including preparing displays
- Input and analyse pupil data and assessment information as directed by the class teacher and/or line manager

## **Supporting the Curriculum**

- Implement agreed learning activities / teaching programmes, adjusting activities according to pupil responses / needs
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Undertake programmes linked to curriculum
- Determine the need for, prepare and maintain general and specialist equipment and resources
- Help pupils to access learning activities through specialist support

## **Supporting the School**

- Be aware of and comply with policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, as advised, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learning and develop
- Contribute to the overall ethos / work / aims of the school

- Assist in the general care of the school environment
- Establish constructive relationships and communication with other agencies/professionals in liaison with the teacher, to support achievement and progress of the pupil
- Attend and participate in relevant meetings as required
- Participate in personal and professional development activities to meet the changing demands of the job, and encourage and support other staff in their development and training
- Recognise own strengths and areas of expertise and use these to advise and support others
- Assist with supervision of pupils, including during lunch and break as required in line with school procedures and arrangements, providing detailed feedback as appropriate
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
- Within an agreed system of supervision, to facilitate learning during short periods of teacher absence
- Undertake all such duties as are reasonable and appropriate to the nature of the post as determined by the Head Teacher and commensurate of the grade

*NB: All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties in pursuance of raising pupil achievement and progress. Any changes will take account of salary/status/hours and will be subject to discussion, in accordance with the guidance note on contractual changes.*

**The post holder must comply with Coventry City Council's health and safety policy and in particular is required:-**

- To promote and safeguard the safety and welfare of children and young people
- To take reasonable care for their own health and safety at work and of those who may be affected by their actions or by their omissions
- To cooperate with their line manager and senior management, to work safely, to comply with health and safety instructions and information and undertake appropriate health and safety training as required
- Not to intentionally or recklessly interfere with or misuse anything provided in the interests of health, safety and welfare
- To report to their manager any health and safety concerns, hazardous condition or defect in the health and safety arrangements.

**Any further Health and Safety responsibilities relevant to this post will be set out in the offer letter and Written Statement of Particulars**

**The post holder must comply with the Interagency procedures of the Safeguarding Boards and Coventry City Council's policies for safeguarding children and safeguarding adults and in particular is required:-**

- To ensure they are aware of the signs that may suggest a child or vulnerable adult is being abused or neglected

- To report to their manager, or other appropriate manager, any concerns they may have that suggest that a child or vulnerable adult may be being abused or neglected immediately

**Any further Safeguarding Board responsibilities relevant to this post will be set out in the offer letter and Written Statement of Particulars**

**Post holders will be accountable for carrying out all duties and responsibilities with due regard to the City Council's Equal Opportunities Policy.**

**Duties which include processing of any personal data must be undertaken within the corporate data protection guidelines.**

**Willenhall Community Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

**This post is exempted under the Rehabilitation of Offenders Act 1974 and as such appointment to this post will be conditional upon the receipt of a satisfactory response to a check if police records via Disclosure and Barring Service (DBS)**

Responsible to: Deputy Head Teacher  
Responsible for:  
Reviewed: 15.08.2023

**Person Specification****Job Title:** Teaching Assistant**Directorate:** Children, Learning and Young People**Post Number:** 024372**Service:** Schools**Grade:** Level 3**Location:** Willenhall Community Primary School**Hours:** 8.30 to 4pm (35 hours per week)

|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Knowledge and Understanding</b> | <ul style="list-style-type: none"><li>• Understanding of relevant codes of practice / legislation e.g. 'Keeping Children Safe in Education'</li><li>• Working knowledge of National Curriculum and other relevant learning programmes</li><li>• A basic understanding of the principles of child development and learning processes and in particular, barriers to learning</li><li>• A variety of behaviour management strategies</li><li>• Full understanding of the range of support services and providers</li><li>• An understanding of the need for confidentiality and professional conduct</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Skills</b>                      | <ul style="list-style-type: none"><li>• Ability to relate well to children and adults</li><li>• Ability to work constructively and effectively as part of a team</li><li>• Ability to utilise ICT effectively to support and evidence learning</li><li>• Ability to monitor, record and make basic assessments about individual progress and liaise with appropriate staff about this</li><li>• Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</li><li>• Assist the children and work with the teacher in planning, evaluating and adjusting lessons/work plans for individuals, groups of pupils or a whole class as appropriate</li><li>• Ability to self-evaluate learning needs of themselves and the children they work with</li><li>• Effective organisational skills</li><li>• Display work effectively, and make and maintain basic teaching resources</li><li>• Commitment to equal opportunities and safeguarding and promoting the welfare of children and young people</li><li>• Skills of empathy, listening, communication and responding with appropriate language to build rapport with children and parents/carers with a variety of ages, abilities and backgrounds</li><li>• Demonstrate excellent interpersonal skills, including tolerance, patience and the ability to advocate</li><li>• Commitment to working in partnership with parents, colleagues and professionals from Health, Education and Social Services</li><li>• Ability to communicate in a clear and timely manner, contributing to record keeping and other paperwork</li><li>• Flexibility, approachability and able to be a supportive team member</li><li>• Resilience and a sense of humour</li></ul> |
| <b>Experience</b>                  | <ul style="list-style-type: none"><li>• Experience of working with children of relevant age or with general / specific special needs</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Qualifications / Educational</b> | <ul style="list-style-type: none"> <li>• Level 3 qualification in relevant subject area (e.g. supporting teaching and learning in schools, diploma in childcare and education, T-level in education and childcare) <b>or equivalent qualification or experience</b></li> <li>• Nationally recognised qualification at level 2 or above in English/literacy and Maths/numeracy (e.g. GCSE grade 4-9 or equivalent)</li> <li>• Evidence of ongoing training in relevant strategies e.g. in particular curriculum / learning area or pastoral support</li> <li>• Although not essential it is desirable that the candidate holds an up to date First Aid certificate</li> <li>• Additional relevant training for the post</li> </ul> |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

---

*This post is exempted under the Rehabilitation of Offenders Act 1974 and as such appointment to this post will be conditional upon the receipt of a satisfactory response to a check of police records via Disclosure and Barring Service (DBS)*

---