

# The Laurels Primary School Teaching Assistant / Higher Level Teaching Assistant

## JOB DESCRIPTION

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### What is the purpose of the role?

- Be able to implement and uphold school rules and ethos; being an excellent role model for students and providing a high-quality service for the school
- To be responsible for safeguarding and prioritising the welfare of children
- Ensure that students are active participants in their learning and achieve outstanding outcomes
- Make a positive contribution to student well-being, staff teams and school life
- Be committed to your own professional development and actively seek out opportunities to expand your role specific knowledge

### What are the role particulars?

- You will be appointed as Key Stage 2 Higher Level Teaching Assistant (0.35) and Teaching Assistant (0.53). The role is fixed term until July 2021. The hours are 32.5 per week term time. You may also be expected to attend INSET training days as necessary. You are expected to be on site from 8.30am to 3.00pm each day. There may be occasions when you will need to attend staff meetings. These may finish at 4.30pm but will be calendared in advance. Attendance at 2 or 3 evening calendared events through the year are an expectation (e.g. Open Evening)
- Accountable to your line manager and ultimately to the Headteacher. The tasks outlined in this job description are in addition to those general conditions of service and may be modified by the Headteacher. The Headteacher may, from time to time, ask the post-holder to perform additional reasonable activities and responsibilities appropriate for someone at this level.
- This specification and the duties within it will be reviewed annually with your line manager.

## Key Tasks – what do you have you have to do?

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes. Monitoring pupils and assessing, recording and reporting on pupil's achievement, progress and development. To enhance the children's learning during PPA time.

### Support for Pupils:

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils learning
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Develop and implement Individual Learning Plans
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently, whilst recognising and responding to their individual needs
- Encourage pupils to interact and work cooperatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

### Support for Teachers:

- Organise and manage appropriate learning environment and resources
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against predetermined learning objectives
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters; ensuring the availability of appropriate evidence
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Work within an established behaviour policy to anticipate and manage behaviour constructively; promoting self control and independence
- Support the role of parents in pupil's learning
- Liaise between managers/teaching staff and teaching assistants

### Support for the Curriculum:

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- Deliver local and national learning strategies eg. literacy, numeracy, KS1/2, Early Years, and make effective use of opportunities provided by other learning activities to support the development of pupil's skills
- Use ICT effectively to support learning activities and develop pupil's competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of pupil's interests and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment

### Support for the School:

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection; reporting any concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Be flexible and ready to adapt

## Person Specification

Attributes	Essential	Desirable	How identified
<b>Physical and sensory</b>	Ability to work under pressure and manage time effectively Demonstrate robustness and resilience		Evidence will be taken from your application, interview and references
<b>Qualifications/ knowledge</b>	Sound knowledge of English and Mathematics educated to C and above at GCSE level or equivalent. 'A' levels would be advantageous. Working knowledge of Basic computer programs (Word, Excel).	Knowledge of the National Curriculum and GCSE specifications. A levels/degree IT qualifications First Aid Qualifications	Evidence will be taken from your application, interview and references
<b>Experience</b>	Having worked with young people of school age.	Experience of working within a school/education setting.	References
<b>Training</b>	Willing to undertake professional development and share your learning with colleagues.	If you do not have a valid first aid certificate, training will be provided. It is an expectation.	Evidence will be taken from your application, interview and references
<b>Circumstances – personal</b>	Proven willingness and capacity for hard work. A personality to merit the respect of students and to encourage them.		Interview Application References
<b>Skills and qualities</b>	The ability to develop learning resources to enable students with specific learning needs to access course content and achieve their personal best. Highly motivated, clear thinking and principled Committed to equality of opportunity Able to manage time effectively. The ability to effectively engage young people.	An understanding of student learning needs, how to question students to assess knowledge and progress. Higher Level Teaching Assistant status	Interview Lesson Tasks References