



# St White's Primary School

**Job Description:** Teaching Assistant Grade 3  
**Responsible to:** Inclusion Lead

This job description includes references to:

- The school's SEF
- The School's Development Plan
- Ofsted's School Inspection Handbook
- Professional standards for teaching assistants - Advice for headteachers, teachers, teaching assistants, governing boards and employers

This job description *may be amended at any time* following discussion between the Headteacher and the staff body, and will be reviewed annually as part of the appraisal process.

## Main Purpose

To complement the professional work of class teachers by taking responsibility for agreed learning activities under supervision and in line with school policies and guidance. This may involve preparing and delivering learning activities for an individual or group; monitoring and assessing learning and recording and reporting on a pupil's achievement, progress and development. To provide a safe, secure and supportive environment for the pupil.

## Support for Pupils

- Promote a 'Can Do' attitude with the pupils
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
- Promote, support and facilitate the inclusion and acceptance of pupils, by encouraging participation of all pupils in learning and extracurricular activities.
- Support pupils consistently while recognising and responding to their individual needs
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Assist pupils with dressing/changing for activities and personal hygiene, which may include nappy changing, toileting and continence
- Demonstrate a level of subject and curriculum knowledge relevant to the role and apply this effectively in supporting teachers and pupils.
- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities as well as more able pupils.

- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Employ strategies to promote independence and to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.

### **Support for Teachers**

- Have a 'Can Do' attitude
- Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources
- Work effectively across a range of classes and interventions as required
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies and record or feedback accurately, as required
- 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
- Promote positive values, attitude and good pupil behaviour within an established framework and promote self-control and independence
- Administer routine tests and undertake routine marking as required
- Photocopy and produce resources as required

### **Support for the curriculum**

- Undertake agreed learning activities, adjusting according to pupil responses and needs
- Implement intervention programmes as required, recording achievement and progress
- Select and prepare suitable resources

### **Support for the school**

- Have a proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff.
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- Have regard for the need to safeguard pupils' well-being (including child protection; health, safety and security; confidentiality and data protection) by following relevant statutory guidance along with school policies and practice.
- Uphold values consistent with those required from teachers by respecting individual difference and cultural diversity. Therefore, be aware of and support difference and ensure that all pupils have equal access to opportunities to learn and develop
- Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.

- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils that they work with
- Understand their responsibility to share knowledge to inform planning and decision making.
- Attend and participate in relevant meetings as required
- Share responsibility for ensuring that your own knowledge and understanding is relevant and up to date by reflecting on your own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to acquire the appropriate skills, qualifications and/or experience required for the teaching assistant role, with support from the school.
- Understand their responsibility to share knowledge to inform planning and decision making.
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.
- Set a good example in terms of dress, punctuality and attendance.
- Prepare and present displays of children’s work as required.
- Supervise students on visits, trips and out of school activities as required.
- Undertake other duties as required from time to time by the Headteacher.

**Arrangements for appraisal of performance**

Performance will be monitored through the school’s performance management programme and by members of SLT.

Signed .....Teaching Assistant      Date.....

Signed .....Line Manager      Date.....