



Whipton Barton Federation



Job Description

Job Title:	Teaching Assistant
Location:	Whipton Barton Federation
Responsible To:	Deputy Head of Infant school
Salary Grade:	B

1. Key Purpose of Job

- 1.1. Support access to learning for pupils and provide general support to the teacher in the management of the pupils and the classroom.
- 1.2. Attending to the welfare and personal care of pupils including those with special educational needs; working with small groups or one to one.

2. Anticipated Outcomes of Post

- 2.1. Supervise and provide support for all pupils including those with Special Educational Needs and Disabilities (SEND), ensuring they can access learning and make outstanding progress.
- 2.2. To provide a nurturing environment that helps children develop as learners.
- 2.3. To help establish and maintain positive behaviour strategies.
- 2.4. To contribute to the effective working of the Whipton Barton Federation.

3. List Key Duties and accountabilities of the post

- 3.1. Supervising and providing support for pupils, including those with Special Educational Needs and Disabilities, ensuring their safety and access to learning.
- 3.2. Attending to the pupils' personal needs, and implementing related personal programmes, including social, health, physical, hygiene, first aid and welfare matters.
- 3.3. Take an active role in lessons, working within planned learning activities and supporting the class teacher as directed.
- 3.4. Implement agreed range of activities with individuals/groups of children.
- 3.5. Assist the teacher in the whole observation, assessment and planning cycle.
- 3.6. Management/preparation of resources to support an enabling learning environment, both indoors and outdoors.
- 3.7. Being aware of pupil problems/progress/achievements and reporting these to the teacher as agreed.
- 3.8. Providing clerical/administrative support e.g. photocopying, typing, filing, etc. where necessary.
- 3.9. Establish constructive relationships with parents / carers and where appropriate participate in feedback sessions with parents alongside the teacher, reporting on progress and achievements.

4. Budgetary / Financial Responsibilities of the post

- 4.1. None

5. Supervision / Line Management Responsibilities of the post

- 5.1. The postholder will work under the supervision of a qualified teacher, SENCO or Deputy Head and have no line management responsibility.

6. Working Environment & Conditions of the post

- 6.1. A School environment which will include both indoor and outdoor learning environments, as well as a normal office environment.

7. Other Duties

- 7.1 To undertake additional duties as required, commensurate with the level of the job.
- 7.2 To contribute to the effective working of the school
- 7.3 Maintain positive, professional relationships with pupils, parents / carers and teachers
- 7.4 Maintain a presence around the school to ensure that the highest standards of behaviour and site-usage are upheld;
- 7.5 To participate in induction training, staff review processes and professional development opportunities
- 7.6 All staff must commit to Equal Opportunities and Anti-Discriminatory Practice.
- 7.7 The School operates a Smoke-Free Policy and the post-holder is prohibited from smoking in any of the School buildings, enclosed spaces within the curtilage of buildings, and School vehicles.
- 7.8 The post-holder will be expected to have an agreed working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, members of other agencies and community members.
- 7.9 The post-holder is expected to familiarise themselves with and adhere to all relevant School Policies and Procedures.
- 7.10 The post-holder must comply with the School's Health and Safety requirements specifically for the school they are working at
- 7.11 The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether "spent" or "unspent". Criminal convictions will only be taken into account when they are relevant to the post



Whipton Barton Federation Person Specification

Key to Evidence:

A – Application Form & Letter

C - Certificates

I - Interview

R - Reference

	Essential / Desirable	Evidence
Qualifications and Professional Development:		
Minimum Level 2 qualifications (GCSE or equivalent, to include English and Maths)	E	A, C, I, R
Good numeracy/literacy skills.	E	A, I, R
Requirement to participate in training/development as/when identified by line manager as essential for performance of the post.	E	A, I, R
Experience		
Experience of responding to individual additional needs (cognition and learning, communication and interaction, social, emotional and mental health, physical and sensory needs).	D	A, I, R
Experience in providing support on a 1:1 basis or to small groups of students.	E	A, I, R
Behaviours		
Effective team player	E	A, I, R
Vision aligned with Whipton Barton Federation's high aspirations/expectations of self and others	E	A, I, R
Genuine passion and a belief in the potential of every child	E	A, I, R
Motivation to continually improve standards and achieve excellence	E	A, I, R
Teaching and Learning		
Commitment to driving standards and ensuring every child is challenged to achieve their maximum potential	E	A, I, R
Has good communication, planning and organisational skills	E	A, I, R
Demonstrates resilience, motivation and commitment to driving up standards of achievement	E	A, I, R
Acts as a role model to staff and children	E	A, I, R
Excellent communicator who enjoys working as part of a team	E	A, I, R
Commitment to regular and on-going professional development and training to establish outstanding classroom practice	E	I
Other		
Committed to equality of opportunity and the safeguarding and welfare of all pupils	E	I, R
Ability to use technology to a basic level – e.g. computer, video, photocopier etc.	E	A, I, R
Ability to fulfil all spoken aspects of the role with confidence and fluency in English.	E	A, I, R
This post is subject to an enhanced DBS disclosure	E	A, I, R