



JOB DESCRIPTION

Job Description: Teaching Assistant (L1)

Reporting To: Headteacher

Pay Scale: Scp3

Job Purpose:

To assist and support the teaching of a pupil on a 1:1 basis

Key Responsibilities:

- Under the direction of the class teacher, facilitate the participation and learning of pupils, helping to build confidence and self-esteem, so that all pupils, including those who present challenging behaviour, are enabled to reach their full potential alongside their peers.
- To ensure pupils' equal access to learning and development.
- To provide opportunities for pupils to demonstrate self-reliance and responsibility in order to encourage and promote independent learners.
- To develop an understanding of the specific needs of the pupil(s) to be supported taking into account the type of support involved.
- Undertaking activities with either individuals or groups of pupils to ensure their safety and facilitate their physical, emotional and educational development, by for example;
 - clarifying and explaining instructions;
 - ensuring the pupil is able to use equipment and materials provided; Including, moving and handling to meet a child's individual needs.
 - assisting in identified areas, e.g. language, behaviour, reading, spelling, numeracy, handwriting/presentation, the use of ICT, social skills and EAL
 - helping pupils to concentrate on, and finish work set;
 - meeting the physical needs of pupils as required whilst encouraging independence;
 - liaising with the class teacher and SENCO about individual needs
 - developing appropriate resources to support the pupil(s)
- Assisting teaching staff (and other professionals as appropriate) in the planning of support and behaviour programmes for individual and groups of pupils.
- In conjunction with the class teacher (and other professionals as appropriate) developing a system of recording pupil progress, contributing to the review of pupils' progress either verbally, in writing or through attendance at review meetings, as appropriate.
- To contribute to the assessment process with the teacher.
- To carry out administrative tasks associated with the above duties as directed by the class teacher, i.e. photocopying, writing short reports concerning individual pupils.
- To assist pupils to change for PE and swimming.
- To assist with the personal care and comfort of pupils as required in relation to welfare, health, hygiene, toileting, dressing, feeding and mobility.
- To support teaching staff in the development of home/school links.
- To assist in the smooth transition of pupils between educational phases.
- To assist with lunch and break time supervision of pupils on a rota basis.
- To assist with educational visits and outings.
- To attend staff meetings, teacher training days, and courses as appropriate.
- To administer first aid (where trained) and assisting with pupils who are sick.

Specific:

The post holder will be required to act on their own initiative or on the authority delegated from their line manager or a member of the School/Trust SLT.

The post holder will be expected to work within the trust and schools' policies and procedures and uphold the organisation's values and vision.

The key competencies and behaviours commensurate with this post are identified overleaf.

General Information:

The job description is not intended to be a complete list of duties and responsibilities, but details the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the trust. The post holder will undertake any other duties appropriate to the remit.

The trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.

The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibility for Health and Safety on all employees, therefore it is expected that everyone takes reasonable care for their own health and safety and the health and safety of others.

The above duties may involve having access to information of a confidential nature, which may be covered by General Data Protection Regulations (GDPR) 2018, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must always be maintained and employees must work with and process personal and sensitive information in accordance with Data Protection Act 2018 including the GDPR. Employees must protect the safety and security of information (e.g. using strong passwords, reporting breaches, and ensuring information is stored and disposed of securely).



Ethical Leadership Qualities Competencies and Behaviours



Competency	We do this by
Trust	• Being reliable, consistent, credible, honest, humble, courageous and kind. • Managing emotions and helping others to manage their emotions. • Keeping promises and doing what you say you will do • Having a genuine interest in others
Wisdom	• Developing knowledge and real expertise, then sharing knowledge • Learning from mistakes and failures and admitting when we are wrong • Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish. • Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective.
Kindness	• Being kind, humble and authentic • Leading with compassion and care, listening and seeing beyond the job role to the person • Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others.
Justice	• Doing what is right, rather than what is popular or easy. • Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate. • Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense. • Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment.
Service	• Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour • Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools. • Removing barriers and blockers to enable others to do their jobs well • Leaving our egos at the door and putting ourselves in the service of others. • Channel ambition into our schools, not ourselves, and developing our successors
Courage	• Looking in the mirror when something goes wrong. • Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward. • Give the whole truth, the back-story and the why.
Optimism	• Believing in our own ability, and the ability of others, to do what is right to change the world for the better. • Calling out negativity and cynicism • Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success.
Vision	• Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development. • Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks. • Believing in the potential of others; helping them be the best they can be. • Quickly taking in new information and translating that into recommendations, decisions, plans and projects.