

JOB DESCRIPTION

POST DETAILS

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| TITLE | Generalist Teaching Assistant (Level 1) |
| SCHOOL | St Michaels Primary School |
| LINE MANAGER | <i>see guidance notes 3.1</i> |
| GRADE | Grade B (Spinal Points 2 – 3) |

PURPOSE OF JOB

To work under the direct instruction of teaching/senior staff, usually in the classroom with the teacher, to support access to learning for pupils and provide general support to the teacher in the management of pupils and the classroom. Work might occasionally, but not regularly, take place outside the main teaching area.

SUPERVISION ARRANGEMENTS

see guidance notes 3.2

MAJOR RESPONSIBILITIES

To work under direct supervision/instruction to support access to learning by:

- Attending to the welfare and personal care of pupils including those with special educational needs
- Working with small groups or one to one
- Undertaking general clerical/organisational support for the teacher

DUTIES

Support the teacher by:

- Preparing the classroom as directed for lessons and clearing afterwards
- Assisting with the display of pupils work
- Being aware of pupil problems/progress/achievements and reporting these to the teacher as agreed
- Undertaking pupil record keeping as requested
- Being aware of/working within planned learning activities
- Occasional contribution to planning e.g. for individual pupils, general literacy/numeracy
- Working with the teacher in managing pupil behaviour and reporting difficulties as appropriate
- Gathering/reporting information from/to parents/carers as directed
- Providing clerical/administrative support e.g. photocopying, typing, filing, collecting money etc.

Supporting pupils by:

- Supervising and providing support for pupils, including those with special needs, ensuring their safety and access to learning
- Attending to the pupils personal needs, and implementing related personal programmes, including social, health, physical, hygiene, first aid and welfare matters

- Establishing good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs
- Promoting the inclusion and acceptance of all pupils
- Encouraging pupils to interact with others and to engage in activities led by the teacher
- Encouraging pupils to act independently as appropriate

Support the curriculum by:

- Supporting pupils to understand instructions
- Supporting pupils in respect of local and national learning strategies e.g. literacy, numeracy, KS3, early years etc. as directed by the teacher
- Supporting pupils using ICT as directed
- Preparing and maintaining equipment/resources as directed by the teacher and assisting pupils in their use

Support the school by:

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop
- Contributing to the overall ethos/work/aims of the school
- Appreciating and supporting the role of other professionals
- Attending relevant meetings as required
- Participating in training and other learning activities and performance development as required
- Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtimes as required
- Accompanying teaching staff and pupils on visits, trips and out of school activities as required

Date:

Signatures:

Executive Headteacher Post holder.....

PERSON SPECIFICATION

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| Category | Requirements | Essential/ Desirable | Method of Assessment ¹ |
|--------------------|--|-------------------------|--------------------------------------|
| Education/Training | Good numeracy/literacy skills | Essential | A |
| | Requirement to participate in training/development as/when identified by line manager as essential for performance of the post | Essential | A, I |
| | Willingness to participate in other development and training opportunities | Essential | A, I |
| | Completion of DCC TA Induction Programme, or (if not completed) a requirement to do so, ideally within first 6 months of appointment | Essential | A, I |
| Experience | Working with or caring for children of relevant age, or completion of the DCC TA Access Course | Essential | A, I |
| Skills/Abilities | Ability to use technology to a basic level – e.g. computer, video, photocopier etc. | Essential | A, I |
| | Ability to relate well to children and adults | Essential | A, I |
| | Ability to work constructively as part of a team, to understand classroom roles and responsibilities and to understand own position within these | Essential | A, I |

¹ Key for Method of Assessment:
A – Application I – Interview