



Job Description and Person Specification  
**Teaching Assistant**  
**(Primary)**

## Joy Lane Primary Foundation School's TA Job Description

|                                   |   |
|-----------------------------------|---|
| <b>Post:</b>                      | Teaching Assistant  |
| <b>Reports to:</b>                | Executive Headteacher, Assistant Headteacher & Key Stage Lead   |
| <b>Liaising with:</b>             | Senior Leadership Team, Governors, Staff, Pupils, Parents/Carers, External agencies/professionals, Teachers   |
| <b>Main Purpose:</b>              |   |
|                                   | To work under the guidance/instruction of teaching staff to undertake work/care/support programmes to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.   |
| <b>Key Functions:</b>             |   |
|                                   | <ul style="list-style-type: none"> <li>• Work with individuals, small groups or class of pupils under the direction of teaching staff</li> <li>• Support pupils with learning during activities in all areas of the curriculum</li> </ul>   |
| <b>Specific Responsibilities:</b> |   |
|                                   | <p><b><i>The main responsibilities of the post are to:</i></b></p> <ul style="list-style-type: none"> <li>• supervise and assist individual/small groups of pupils in activities set by teachers or by the TA with teacher guidance</li> <li>• supervise whole classes for short periods of time</li> <li>• take into account the pupils' Special Educational Needs and ensure their access to the lesson and its content through appropriate clarification, explanations, equipment and materials and use of data</li> <li>• build and maintain successful relationships with pupil, treat them consistently, with respect and consideration</li> <li>• help reinforce and promote independent learning and social skills by supporting pupils in groups</li> <li>• assist pupils with physical needs</li> <li>• help pupils record work in an appropriate way and to develop study and organisational skills</li> <li>• keep the pupils on task and to build motivation by modelling good practice</li> <li>• build the pupils' confidence and enhance self-esteem and actively seek to promote the academic, social and emotional welfare of pupils</li> <li>• implement behaviour management policies in accordance with guidance provided by the teacher</li> <li>• attend formal and informal meetings with teachers for training</li> <li>• prepare materials and resources</li> <li>• work on differentiated activities with identified groups</li> </ul> |

- prepare pupils beforehand for a task
- take every opportunity to develop pupils' language, reading, mathematics and related skills as directed by subject specific teachers
- support the teacher in implementing specific teaching programmes
- to assist the teacher in setting appropriate learning and behaviour expectations of pupils and supporting pupils appropriately to achieve these
- supervise practical tasks
- carry out structured classroom assessment /observation and feedback outcomes
- to be involved in keeping records and evaluating identified pupils' progress
- support the use of ICT in the classroom and develop pupils' competence and independence in its use
- implement planned learning activities/ teaching programmes as agreed with the teacher, adjusting activities according to pupils' responses as appropriate
- promote positive pupil behaviour in line with school policies and help keep pupils on task
- interact with, and support pupils, according to individual needs and skills
- promote the inclusion and acceptance of children with Special Educational Needs within the classroom ensuring access to lessons and their contents through appropriate clarification, explanation and resources
- in the presence of the teacher, present agreed learning tasks in a clear and stimulating manner to help maintain pupils interest and motivation; to work with pupils individually and collectively by contributing to decisions about the most appropriate learning goals and strategies
- to participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress and behaviour
- monitor and record pupil activities as appropriate writing records and reports as required
- to support learning by arranging /providing resources for lessons/ activities under the direction of the teacher
- assist with the development and implementation of support plans
- under the direction of appropriate professionals and after adequate training, to assist in meeting particular pupils' needs, e.g. physical development, speech /language development, and medical needs identified in an approved care plan agreed by parents.
- liaise with other staff and provide information about pupils as appropriate

- to supervise pupils for limited and specified periods including break-times when the postholder should facilitate games and activities
- support Opal play
- to assist with escorting pupils on educational visits
- ensure the inclusion of all children, including those with EAL and support individual children who find it difficult to form relationships
- help keep children on task by giving them individual attention where necessary and help them to become successful learners
- deliver intervention programmes where necessary
- to comply with individual responsibilities, in accordance with the role, for health and safety within the workplace
- ensure that all duties and services provided are in accordance with the School's policy
- attend relevant school meetings as required
- to respect confidentiality at all times
- share the School's commitment to safeguarding and promoting the welfare of all young people
- participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
- support wraparound care clubs as directed. Breakfast club (7.30am-8.30am) After-School club (4pm-6pm)
- carry out other roles and tasks as requested by the Executive Headteacher that are commensurate with salary grade

These duties are neither exclusive nor exhaustive and the post holder may be required to carry out appropriate duties within the context of the job, skills and grade





## Person Specification

**Position:** Teaching Assistant (primary)

The Governing body are dedicated to appointing the best possible candidate for the position of Classroom Teacher at Joy Lane Primary Foundation School.

The successful candidate will have the ability to motivate and inspire those that they work with, break through the barriers of expectations and harness all opportunities to create a climate of success and achievement for all.

Teaching Assistants at Joy Lane Primary Foundation School will want to make a difference. They will be ready for a challenge and will bring a wealth of innovative and outstanding ideas to engage all stakeholders. Our Teaching Assistants will be approachable and consistent; they will give and earn respect from our pupils, staff, parents and carers.

|  | Essential | Desirable | Evidenced in                        |
|--|-----------|-----------|-------------------------------------|
| Education to level 3   |           | ✓         | Application                         |
| Minimum of Level 2 qualification in English and Mathematics  | ✓         |           | Application Interview               |
| Evidence of continuous professional development  | ✓         |           | Application Interview               |
| First Aid qualified  |           | ✓         | Application Interview               |
| <b>Experience</b>  |           |           |                                     |
| Experience of coaching young people  | ✓         |           | Application Interview<br>References |
| Experience working within a school setting   |           | ✓         | Application Interview<br>References |
| Experience of using strategies to manage challenging behaviour   | ✓         |           | Application Interview               |
| Experience of supporting young people of all abilities including those with SEN, EAL and /or who are Gifted and Talented | ✓         |           | Application Interview<br>References |

|   |   |   |                                  |
|---|---|---|----------------------------------|
| Experience of delivering specific intervention programmes   | ✓ |   | Application Interview References |
| Experience of developing and delivering consistently effective monitoring and tracking of pupils' successes and areas for development |   | ✓ | Application Interview References |

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| <b>Knowledge and Skills</b>  |   |   |                                  |
| Understanding of how to monitor and track the progress of pupils   | ✓ |   | Application Interview            |
| Understanding of how, as an adult in an education environment, you can create a culture of high expectations | ✓ |   | Application Interview            |
| An understanding of the complex lives that some young people lead  | ✓ |   | Application Interview References |
| Understanding of safeguarding  | ✓ |   | Application Interview            |
| Knowledge of child learning processes and Special Educational Needs  | ✓ |   | Application Interview References |
| Proven ability to manage a demanding workload, work under pressure and deal with conflicting demands         |   | ✓ | Application Interview References |
| Ability to overcome communication barriers with children and adults  | ✓ |   | Application Interview References |
| Ability to understand and implement the school's behaviour management policy                                 | ✓ |   | Application Interview            |
| Good understanding of the school's curriculum  | ✓ |   | Application Interview            |
| Experience of working with collaborative partnerships  |   | ✓ | Application Interview            |
| <b>Personal Attributes</b>   |   |   |                                  |
| Resilience – the ability to remain calm and work well under pressure   | ✓ |   | Application Interview References |
| Proven ability to think both strategically and creatively  | ✓ |   | Application Interview References |

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| Ability to use initiative to respond to unexpected problems using recognized procedures and policies as a guide | ✓ |  | Application Interview<br>References |
| Excellent communication skills (including written, oral and presentation skills)                                | ✓ |  | Application Interview<br>References |
| A commitment to safeguarding and promoting the welfare of children and young people                             | ✓ |  | Application Interview<br>References |
| Ability to work creatively and collaboratively  | ✓ |  | Application Interview               |
| Demonstrably professional, honest and loyal   | ✓ |  | Application Interview<br>References |
| Flexible and open to continuous change  | ✓ |  | Application Interview               |
| Commitment to our pupils and their learning, wellbeing and safety   | ✓ |  | Application Interview               |
| Committed to equality   | ✓ |  | Application Interview               |
| Able to build and maintain successful and purposeful relationships  | ✓ |  | Application Interview               |
| Ability to work effectively within a team   | ✓ |  | Application Interview               |

