

HURST PRIMARY SCHOOL

Job Description: Teaching Assistant 2

Main purpose of the job:

To work under the instruction / guidance of teaching / senior staff to undertake work / care / support programmes, to enable access to learning for pupils including those with special needs, 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.

Major Duties and Responsibilities:

1. Assist teachers in ensuring all pupils' continuing educational development through establishing constructive relationships and contributing to Individual Education/Behaviour Plans.
2. Assist teachers in fostering attractive learning environments to ensure that pupils spend their school life in stimulating surroundings.
3. Prepare, maintain and use equipment/resources required to meet lesson plans/relevant learning activity and assist pupils in use.
4. To ensure accurate records and observations are kept so that pupils receive the maximum benefit from their education.
5. Administer routine tests and invigilate exams and undertake routine marking of pupil's work.

Job Activities:

- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and encourage pupils to interact with others and to engage in activities led by the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence, providing feedback to pupils in relation to progress and achievement under guidance of the teacher.
- Establish constructive relationships with pupils, and interact with them according to individual needs, promoting the inclusion/acceptance of all pupils.

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
- Assist with the planning of learning activities, monitoring pupils' responses to these, accurately record achievement/progress as directed.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Provide detailed and regular feedback to teachers on pupil's achievement, progress, problems etc.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Establish constructive relationships with parent/carers.
- Provide clerical and administration support for teacher, including administering coursework.
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Undertake programmes linked to local and national learning strategies, recording achievement and progress and feeding back to the teacher.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Work within pre-determined guidance, policies, procedures and teachers guidance.
- Assist with the supervision of pupils out of lesson times, including before and after school. Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- Attend weekly meetings and discussions, which contribute to the overall ethos/work/aims of the school.
- Awareness of the school's educational and behavioural policies for developing pupils.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.

Person Specification

	Essential	Desirable
Qualifications	• Good numeracy/literacy skills	• DfES Teacher Assistant Induction Programme. • NVQ 2 for Teaching Assistants or equivalent qualifications or experience • Training in the relevant learning strategies, e.g. literacy. • First Aid Training as appropriate
Experience	• Working with or caring for children of relevant age.	
Knowledge and Skills	• Effective use of ICT support learning • Use of other equipment technology – video, photocopier • Basic understanding of child development and learning • Ability to self-evaluate learning needs and actively seek learning activities • Ability to relate well to children and adults • Work constructively as part of a team	• Understanding of relevant policies/code of practice and awareness of relevant legislation • General understanding of national/foundation stage curriculum and other basic learning programmes/strategies.