

Job Profile

St John's Primary Academy				
Job Number	Post Title	Grade	Points	Date
AA6958 (formerly C1246)	Teaching Assistant – General Level 1	Grade 3	345 NJC	April 2008

Reporting Relationships

Responsible to: Headteacher

Statement of Purpose

To work under the direct instruction of teaching staff, usually in the classroom with the teacher. Provide general support to the teacher in the care of pupils, and management of the classroom. Assist teachers in the following:

Support to Pupils

- Assist children in matters of personal needs and their additional needs including first aid and welfare matters.
- Supervise and support pupils ensuring their safety, by complying with good H&S practice.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required
- Encourage pupils to interact with others and engage in activities led by the teacher.

Support to Teacher

- Prepare classroom as directed for lessons, clear afterwards and assist with and maintain displays of pupils' work, notice boards, shelving systems etc.
- Undertake routine administrative tasks, e.g. pupil record keeping as requested.
- Support the teacher in managing pupil behaviour, reporting difficulties as appropriate.
- Appropriate liaison with parents on general pupil matters.

Support to Curriculum

- Support pupils to understand instructions in relation to curriculum subject e.g. KS1 English.
- Prepare and maintain general equipment/resources as directed by the teacher.
- Attend training sessions as required for CPD purposes and to ensure appropriate skill level is obtained to undertake role, e.g. behaviour management strategies.

Professional Accountabilities (this list is not exhaustive)

The post holder is required to be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an

appropriate person. In addition, they are to contribute to the achievement of the school's objectives through:

Safeguarding

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.

Financial Management

- Personally accountable for delivering services efficiently, efficiently within budget and to implement any approved savings and investment allocated to the service area.

People Management

- To comply and engage with people management policies and processes
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths, areas of expertise and use these to advise and support others.

Equalities

- Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

Climate Change

- Delivering energy conservation practices in line with the County Council's corporate climate change strategy.

Health and Safety

- Ensure a work environment that protects people's health and safety and that promotes welfare and which is in accordance with the County Council's Health and Safety policy.

Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.

Person Specification
Teaching Assistant – General
Level 1

Minimum Criteria for Two Ticks *	Criteria	Measured by
	<p>Experience</p> <ul style="list-style-type: none"> • Working with or caring for children with pupils with additional needs. 	A
	<p>Qualifications/Training</p> <ul style="list-style-type: none"> • Good understanding of Maths and English skills. • Participate in development and training opportunities. • Willingness to undertake Induction Training, training leading to NVQ Level 2. 	I
	<p>Knowledge/Skills</p> <ul style="list-style-type: none"> • Good communication skills. • Ability to relate well to children and adults. • Have good organisational skills. • Basic knowledge of first aid; e.g. emergency first aid course. • Ability to work constructively as part of a team and on own initiative. • Use basic technology – computer, video, and photocopier. • Have a flexible approach to work and be prepared to undertake routine admin tasks outside of the classroom if required. 	A/I
	<p>Behavioural Attributes</p> <ul style="list-style-type: none"> • Customer focused. • Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. • Open, honest and an active listener. • Takes responsibility and accountability. • Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. • Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Acts with pace and urgency being energetic, enthusiastic and decisive. • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by 	A/I

	keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.	
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A = Assessed at Application

I = Assessed at Interview

T = Assessed through Test

Note 1:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and***
- ***Attitudes to use of authority and maintaining discipline.***