



Winsford High Street Community Primary School

Person Specification

Teaching Assistant

	ESSENTIAL	DESIRABLE
QUALIFICATIONS AND EXPERIENCE Evidenced in: <ul style="list-style-type: none"> • application form • interview 	<ul style="list-style-type: none"> • A recognised Level 3 Childcare qualification. • Experience of supporting children in a school environment • An understanding of child development. 	<ul style="list-style-type: none"> • Valid First Aid at Work qualification • Experience of working in a similar role • Emotional Literacy Support Assistant (ELSA) trained
SPECIALIST KNOWLEDGE Evidenced in: <ul style="list-style-type: none"> • application form • interview Reference	<ul style="list-style-type: none"> • Understanding of the underpinning principles of child development, differentiated rates of pupil progress and pupil welfare needs. • Understanding of the needs of pupils with varying degrees of physical, emotional and / or learning difficulties. • An understanding of school practices and procedures which impact on children and their care 	<ul style="list-style-type: none"> • Specialist knowledge in speech and language.
SKILLS AND ABILITIES Evidenced in: <ul style="list-style-type: none"> • application form • interview • Reference 	<ul style="list-style-type: none"> • Excellent organisational and communication skills • Ability to work constructively as a team member • Ability to establish positive, professional and constructive relationships with school stakeholders • Ability to meet children's individual needs, and ensure equality of opportunity. • Ability to maintain confidentiality on all school matters, in a professional manner 	
PERSONAL QUALITIES Evidenced in: <ul style="list-style-type: none"> • letter of application • interview • reference 	<ul style="list-style-type: none"> • A commitment to developing children through experiential learning. • A personal commitment to equal opportunities. • Willingness to participate in further training and developmental opportunities. 	



Winsford High Street Community Primary School

JOB TITLE	Teaching Assistant (Primary)	JOB REF NO	AAAD5024
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BASIC JOB PURPOSE

To support the teaching staff and work with the other support staff to enhance the development and education of pupils in accordance with the aims and policies of the school.

NO	MAIN RESPONSIBILITIES
1.	Using acquired skills, support and deliver learning activities and contribute to the development of work programmes to facilitate effective teaching and learning.
2.	Provide input into the planning and evaluation of learning activities for individuals and groups of pupils to enable the teaching staff to make informed decisions when developing their plans.
3.	Supervise the activities of individuals or groups of pupils both in and out of the classroom (including educational visits) to ensure their safety and facilitate their physical and emotional development in accordance with the school's behaviour management policy.
4.	Monitor individual pupil's progress, achievements and development and report these to the teaching staff/line manager to inform decisions taken regarding the Individual Education Plan, Behaviour Plans and Personal Care Programmes for a pupil.
5.	Liaise with parents and carers in conjunction with the teaching staff to ensure effective communication concerning the pupils' well being.
6.	Record pupil information as specified by the teaching staff/line manager to ensure the schools information systems are maintained.
7.	Attend to the personal and physical needs of pupils so that their well being is maintained.
8.	Prepare and maintain learning resources and ensure that the classroom is kept tidy so that the needs of the lesson plans are met in a safe learning environment, which complies with relevant health and safety requirements.
9.	Display and present the pupils' work, under the direction of teaching staff so that it enhances the classroom environment and celebrates achievement.
10.	Attend staff and other meetings and participate in staff training development work and staff reviews as required

Notwithstanding the detail in this job description, in accordance with the School's/Council's Flexibility Policy the job holder will undertake such work as may be determined by the Headteacher/Governing Body from time to time, up to or at a level consistent with the Main Responsibilities of the job.

1 RESPONSIBILITY FOR SUPERVISION / DIRECTION / COORDINATION OF EMPLOYEES

Employees directly supervised by jobholder

Not Applicable

Other Employees supervised by jobholder (not in a direct line relationship)

<u>No and FTE</u>	<u>Levels / grades</u>	<u>Types of work</u>	<u>Where based</u>
	Occasional newly appointed members of staff (teaching and non teaching)		

What does the supervision of these employees involve?

Occasional and shared contribution with all staff in the induction of the above: provide practical instruction on school procedures, and general direction 'showing the ropes'.

Jobholder may have informal responsibility to guide the above in the unique requirements of individual pupils, and to provide support in initial classroom routines and procedures.

Does the job involve supervision, direction or management of people who are not employees? *eg contractors, students on secondment*

<u>No and FTE</u>	<u>Levels / grades</u>	<u>Types of work</u>	<u>Where based</u>
Occasional	NVQ Level 3 students – up to a few weeks duration.	Work shadowing and observation.	Same classroom.
Occasional	Work experience pupils/students	Work shadowing and observation.	Same classroom.

What does the supervision of these employees involve?

NVQ Level 3 students - Jobholder has shared role to allocate tasks and check the quality and output of work, offers work shadowing and observation, and provides verbal feedback to the line manager regarding the student's progress.

Work experience pupils/students: provide work shadowing, observation and detailed classroom supervision.

Does the jobholder develop policy or provide advice and information which impacts on the supervision / direction / coordination of employees?

No

2 RESPONSIBILITY FOR FINANCIAL RESOURCES

Financial responsibility	Value of the financial resource (p.a.)	How often is the duty performed?
Handling cash - to collect pupil's monies and forward to the school administrator as necessary. See Physical Resources.		

Does the jobholder develop policy or provide advice and information which impacts on financial resources?

No

3 RESPONSIBILITY FOR PHYSICAL RESOURCES

Physical resource	Nature of responsibility of jobholder	How often is the responsibility exercised?
Pupil records	Record and/or verbally notify teaching staff of pupil's responses during lessons. Access to student information contained in student files. May also be required to have access to confidential personal information.	<i>Daily</i>
Classroom environment and learning equipment	Prepare classroom equipment for lesson activities, clean and tidy away safely and securely.	Daily
Pupil's possessions	Safekeeping of pupil's possessions, for example mobile phones, money, keys etc in school and also whilst pupils are away from the school.	As and when required

Does the jobholder develop policy or provide advice and information which impacts on physical resources?

No

4 RESPONSIBILITY FOR IMPACT ON PEOPLE

<u>Task/Duty</u>	<u>Who benefits?</u>	<u>How they benefit?</u>
Using acquired skills, support and deliver learning activities and contribute to the development of work programmes to facilitate effective teaching and learning for individual and small groups of pupils.	Pupils	To support the achievement of the most appropriate learning outcomes and to develop the potential of all children in accordance with school policies and statutory requirements.
Provide input into the planning and evaluation of learning activities for individuals and groups of pupils to enable the teaching staff to make informed decisions when developing their plans.		
Supervise the activities of individual and groups of pupils both in and out of the classroom. Encourage social interaction and positive behaviour in order to facilitate peer group integration. Interpret and anticipate pupil's behaviour and respond in line with behavioural plans – intervening, withdrawing and restraining as necessary. Monitor and assess individual pupil's progress, achievements, needs and development and report these to the teaching staff/line manager to inform decisions taken regarding the Individual Education Plan, Behaviour Plans and Personal Care Programmes for a pupil.	Pupils	To ensure the safety and well being of pupils at all times
Liaise with parents and carers in conjunction with the teaching staff.	Pupils and parents	To ensure effective communication concerning the pupils' well being.
Attend to the personal, social and physical needs of pupils.	Pupils	To assist the pupils in the development of self-reliance and independence.

Does the Jobholder develop policy or provide advice and information which impacts on people?

YES

If Yes, give details:-

The jobholder contributes to the development of school practices and procedures which impact on the well being of children by making suggestions and assisting in the monitoring, and evaluating of learning, behavioural and care practices.