



Teaching Assistant Job Description and Person Specification

Salary / grade range	SCP point 7 - 11 (NJC Scale)
Location	Co-op Academy Beckfield, Tyersal Walk, Bradford, BD4 8ER
Reports to	Class Teacher and Headteacher

Purpose of role: To support access to learning for pupils and provide general support to the teacher in the management of pupils and the classroom.

To maintain the confidential nature of information relating to the school, it's pupils, parents and carers.

The provision, use and storage of equipment and materials used by pupils with whom the post-holder is working.

General responsibility for the care of all equipment and materials within the classroom/designated area of the school.

Key accountabilities (and specific duties / responsibilities):

Support for Pupils

- Supervise and support pupils ensuring their safety and access to learning, attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters.
- Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
- Promote the inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Encourage pupils to act independently as appropriate.
- Support pupils during their lunch break and play.

Support for the teacher:

- Prepare the classroom as directed for lessons and clear afterwards and assist with the display of pupils' work.

- Be aware of pupil problems/progress/achievements and report to the teacher as agreed.
- Undertake pupil record keeping as requested.
- Support the teacher in managing pupil behaviour, reporting difficulties as appropriate
- Gather/report information from/to parents/carers as directed.
- Provide clerical/admin. support e.g. photocopying, typing, filing, collecting money etc.

Support for the curriculum:

- Support pupils to understand instructions.
- Support pupils in respect of local and national learning strategies e.g. literacy, numeracy, as directed by the teacher.
- Support pupils in using basic ICT as directed.
- Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use.

Support for school:

- 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.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals in school.
- Attend relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes as required.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.
- To support, uphold and contribute to the development of the Trust's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.

Policies

- All colleagues will fully support and champion, Safeguarding, Child Protection, Equality and Diversity and the Prevent agenda at all times, as appropriate.

Colleagues will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.

Personal attributes required (based on job description):

Attributes	All attributes are essential, unless indicated below as	How measured, e.g. application form (A),

	'desirable'	interview (I)
<p>Qualifications</p> <ul style="list-style-type: none"> • Understanding of relevant policies/codes of practice and awareness of relevant legislation • Basic understanding of child development and learning • Completion of Teacher Assistant Induction Programme or equivalent qualifications or experience • Qualification for Teaching Assistants or appropriate level of experience of operating in the classroom environment • Training in the relevant learning strategies e.g. literacy, maths • Maths and/or English Grades GCSE A-C or CSE level 1 or equivalent • First aid training/training as appropriate 	D D	A A A A A,I A,I A,I
<p>Experience</p> <ul style="list-style-type: none"> • Working with or caring for children of primary age • Experience of dealing with a wide range of people including external agencies and parents • Experience in the use of the Microsoft package • Experience of working as part of a team • Experience of organising work tasks and duties to meet desired targets e.g. in terms of timeliness, accuracy and with a child focused approach 	D D	A A A A,I A,I
<p>Skills, Ability, Knowledge</p> <ul style="list-style-type: none"> • General understanding of national/foundation stage curriculum and other basic learning programmes/strategies • Ability to self-evaluate learning needs and actively seek learning opportunities • Ability to relate well to children and adults • Work constructively as part of a team • Good numeracy/literacy skills • Effective use of ICT to support learning 		A,I A,I A,I A,I A,I A,I
<p>Personal Qualities</p> <ul style="list-style-type: none"> • A passion for working with children to enable them to reach their potential. • Willing to abide by the Trust's Equal Opportunities Policy in the duties of the post, and as an employee of the Trust. • Willing to carry out all duties having regard to an employee's responsibility under the Trust's Health 		A,I A,I

<p>and Safety Policies</p> <ul style="list-style-type: none"> ● An ability to respect sensitive and confidential work. ● Commitment to own personal development and learning. ● The ability to be flexible and work to the requirements of a busy school. ● To like young people and be liked by them. ● To possess educational vision underpinned by Co-operative values. ● Humility: a recognition that the more you know, the less you know! ● Not being afraid to say 'I don't know'. ● Be emotionally intelligent: know when to direct, when to challenge and when not to; be able to inspire, present a positive perspective at all times; be able to listen and show awareness of others sensitivities; to have personal pride and lead by example. ● Be happy to get your hands dirty. Don't ask people to do things you wouldn't do yourself. ● Understand the importance of work/ life balance. ● Enthusiastic, flexible, team player. Enjoy hard work and take constructive criticism. ● Desire for significant professional development. 		<p>A,I</p> <p>A,I</p> <p>A,I</p> <p>A,I</p> <p>A,I</p> <p>A,I</p> <p>A,I</p> <p>A,I</p> <p>A,I</p> <p>A,I</p> <p>A,I</p> <p>A,I</p> <p>A,I</p> <p>A,I</p> <p>A,I</p> <p>A,I</p>
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This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.