



**CHESHIRE WEST AND CHESTER COUNCIL**

**JOB DESCRIPTION**

**IMPORTANT**

**THE REHABILITATION OF OFFENDERS ACT**

The provisions of the Rehabilitation of Offenders Act relating to the non-disclosure of spent convictions do not apply to this job, **YOU MUST, THEREFORE, DISCLOSE WHETHER YOU HAVE ANY PREVIOUS CONVICTIONS ON THE BACK PAGE OF THE APPLICATION FORM.**

If successful, you will also be required to apply for a Criminal Record Check from the Disclosure and Barring Service. The level of check required for this job is an Enhanced Disclosure. Further information is contained in the Further Details document enclosed.

**JOB TITLE:** Teaching Assistant – Support (Primary)

**REFERENCE:** AAAD5027

**GRADE:** 4

**RESPONSIBLE TO:** HEADTEACHER

**JOB PURPOSE**

To support teaching staff in delivering high-quality learning opportunities for pupils in Key Stage 2, with a particular focus on providing 1:1 support for a pupil with additional needs. To contribute to the academic, social, emotional and personal development of pupils in accordance with the school's aims, values and policies.

**PRINCIPAL RESPONSIBILITIES**

**BASIC JOB PURPOSE**

To support the teaching staff and teaching assistants in the development and education of pupils in accordance with the aims and policies of the school.

|           | <b>MAIN RESPONSIBILITIES</b>                                                                                                                                                                                                                                            |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.</b> | Assist teaching staff in the delivery of learning activities and work programmes and undertake predetermined activities with pupils so that their intellectual and social development (including self-reliance and self-esteem) is fostered.                            |
| <b>2.</b> | 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.                                                                         |
| <b>3.</b> | 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. |
| <b>4.</b> | 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' wellbeing.              |
| 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, social and physical needs of pupils so that their wellbeing is maintained.                                                     |
| 8.  | Prepare and maintain learning equipment and ensure that the classroom is kept clean and tidy.                                                          |
| 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                                       |

## PERSON SPECIFICATION

| Attribute                            | Person Specification                                                                               | Essential / Desirable | Evidence |
|--------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------|----------|
| <b>Qualifications and Training</b>   | Relevant Level 2 or Level 3 Teaching Assistant qualification (or willingness to work towards).     | E                     | AF, R, I |
|                                      | Understanding of safeguarding and child protection procedures.                                     | E                     |          |
|                                      | Commitment to ongoing professional development.                                                    | E                     |          |
|                                      | Paediatric First Aid qualification.                                                                | D                     |          |
| <b>Experience</b>                    | Experience working with primary-aged children.                                                     | E                     | AF, R, I |
|                                      | Experience supporting learning in a classroom setting.                                             | E                     |          |
|                                      | Experience managing behaviour positively.                                                          | E                     |          |
|                                      | Experience supporting pupils with SEND and additional needs.                                       | D                     |          |
|                                      | Experience implementing strategies to support pupils with social, emotional and behavioural needs. | D                     |          |
|                                      | Experience delivering targeted interventions and supporting individual learning programmes.        | D                     |          |
|                                      | Experience working with KS2 pupils.                                                                | D                     |          |
|                                      | Experience working with pupils with Education, Health and Care Plans (EHCPs)                       | D                     |          |
|                                      | Experience liaising effectively with parents and external professionals                            | D                     |          |
| <b>Knowledge &amp; Understanding</b> | Understanding of the KS2 curriculum.                                                               | E                     | AF, R, I |
|                                      | Understanding of inclusive practice and adaptive teaching approaches.                              | E                     |          |
|                                      | Knowledge of SEND and strategies to support pupils with a range of needs.                          | E                     |          |
|                                      | Understanding of safeguarding legislation and school procedures.                                   | E                     |          |
|                                      | Understanding of effective strategies to support learning, wellbeing and engagement.               | E                     |          |

|                               |                                                                             |   |          |
|-------------------------------|-----------------------------------------------------------------------------|---|----------|
|                               | Knowledge of EHCPs and graduated approaches to SEND support.                | D |          |
| <b>Skills &amp; Abilities</b> | Ability to support learning under the direction of the class teacher.       | E | AF, R, I |
|                               | Ability to build positive and trusting relationships with pupils.           | E |          |
|                               | Ability to support a pupil's social, emotional and behavioural development. | E |          |
|                               | Ability to adapt learning activities to meet individual needs.              | E |          |
|                               | Ability to deliver interventions and learning programmes independently.     | E |          |
|                               | Strong behaviour management skills.                                         | E |          |
|                               | Clear communication skills, both verbal and written.                        | E |          |
|                               | Ability to work effectively as part of a team.                              | E |          |
|                               | Ability to maintain confidentiality and professional boundaries.            | E |          |
|                               | Competence in using educational technology to support learning.             | D |          |
| <b>Personal Qualities</b>     | Commitment to safeguarding and promoting the welfare of children.           | E | AF, R, I |
|                               | Patient, calm and nurturing approach.                                       | E |          |
|                               | Empathetic and supportive, with a genuine commitment to inclusion.          | E |          |
|                               | Proactive and able to use initiative.                                       | E |          |
|                               | Reliable, flexible and punctual.                                            | E |          |
|                               | Positive professional attitude.                                             | E |          |
|                               | Willingness to contribute to the wider life of the school.                  | D |          |

E: Essential

R: Reference

D: Desirable

AF: Application Form

I: Interview

## NOTE

Notwithstanding the detail in this job description, in accordance with the Council's Flexibility Policy the job holder will undertake such work as may be determined by the Director/Corporate Manager from time to time, up to or at a level consistent with the Principal Responsibilities of the job and in any location within the Cheshire West and Chester County.