



JOB DESCRIPTION - TEACHING ASSISTANT (TA)

Good Practice Principles on Role of TAs

Taken from the recommendations by the Education Endowment Foundation on the best use of TA's, the key guiding principles of good practice are summed up as:

1. **TA's should not be used solely as an informal teaching resource for low-attaining pupils.** Supporting such pupils is a legitimate deployment of TA's sometimes but the class teacher/specialist should ensure that they too are working and supporting these pupils as they would other pupils.
2. **TA's should supplement rather than replace the teacher.** In other words, they should add on to the focus of the lesson, extend, broaden, increase the value of the lesson, rather than repeat the central concepts.
3. **TA's should help pupils to develop independent learning skills and manage their own learning.** TA's should consciously steer away from permitting pupils to grow dependent on support and instead focus on helping pupils to take ownership of their learning.
4. **Ensure TA's are fully prepared for their role in the classroom.** Teachers and TA's should use all time opportunities available to communicate information regarding lesson preparation, planning, assessment and the specifics of learning outcomes, concepts, skills, required feedback...
5. **Use TA's to deliver high-quality, one-to-one and small group support using structured interventions.** When interventions take place, they should be planned and well prepared, follow a program of study which is connected to learning in the classroom, be very regular and relatively brief with clear objectives. Evidence of progress should be gathered before and after the intervention program.

Main responsibilities of TA's are to:

Teaching and Learning

- Provide pupils with the level and type of support specified by the teacher whilst at the same time encouraging the pupils towards independence and accepting responsibility for their own behaviour and learning.
- Establish a good relationship with pupils by using language and other communication skills that the pupils can understand and relate to.
- Encourage pupils to interact with each other in an appropriate and acceptable manner.



- Promote positive pupil behaviour in line with School policies by the use of praise and encouragement whenever possible.
- Assist in teaching curriculum subjects and other activities under the direction of the teacher.
- Work under the direction of the teacher to maintain an effective learning environment by preparing work materials and apparatus, and clearing up afterwards.
- Supervise the children and protect them from dangerous or harmful situations.
- Provide a high level of care that will enhance the children's general health and well-being and to ensure that all toys and equipment are clean and safe at all times.
- Support and develop the provision of a variety of outdoor activities to cover all areas of the children's development as well as supervising outdoor play in all weathers.

Planning, Monitoring and Assessment

- Liaise regularly with the teacher and/or take part in planning meetings
- Attend and contribute to Pupil Progress meetings

Other

- Participate in staff meetings and INSET training sessions.
- If unable to attend a meeting, ensure that you catch up on minutes taken.
- Supervise children's play which may involve toys and apparatus and role play under the direction of the teacher.
- Provide consistent and effective support for colleagues in line with the requirements and responsibilities of your role.
- Assist in the recording of lessons and assessment as required by the teacher.
- Take part in training activities offered by the School to further knowledge.
- Take part in activities such as outings, as required.
- Abide by and work towards all the policies within the School e.g. Health and Safety, Child Protection and Safeguarding.
- Assist and help individual readers in liaison with the teacher.
- Where required, oversee lunch duty cover and playtimes.
- Demonstrate a thorough knowledge of the school safeguarding policy.
- Share any child protection concerns immediately with the Designated Safeguarding Lead using the Engage portal.
- Cover other classes at short notice if necessary.
- Keep up to date with current good practice, School policies and procedures.
- Contribute to and organise effective displays.
- Support children with personal hygiene needs.
- Undertake training and administer basic First aid.
- Report to the SENCo for line management.
- Check emails daily and respond promptly if response is required.
- Lead intervention groups under the guidance of the SENCo or class teacher.
- There are occasionally Special Events which are planned in the evenings or on Saturdays during the academic year, including Parents' Evenings. Staff are sometimes required to attend and support the school for these special days.
- Full-time and part-time teaching staff may be asked to help run after school clubs over the academic year. These are open to children from Reception to Year 6



Person Specification

Essential

- Excellent understanding of the needs of young children
- Knowledge of equalities issues and implementation of equalities practices
- Possess a warm and positive approach to children
- Excellent communication skills
- Highly proficient in English, maths and ICT.
- Ability to develop good working relationships with parents and colleagues
- Confident and capable of working independently to develop ideas and learning as situations arise
- Ability and flexibility to cope with changing needs and demands

Desirable

- Paediatric First Aid training
- Relevant experience and training in: Safeguarding; Health & Safety; First Aid; Food Hygiene.
- A good sense of humour

Guidance on cover in the absence of Teachers

It has long been an expected part of the role of TA's to be able to cover teachers in their absence. Below are specific guidelines which may assist teachers and TA's to clarify their expectations.

- Wherever possible, teachers should provide TA's advance notice of their intended absence and make plans available. These should be discussed in advance of the planned absence. This is clearly not possible in the case of unforeseen absences.
- TA's should endeavour to follow plans but may depart from these if appropriate (eg ran out of time, activity too easy/hard, other opportunity presented).
- TA's should mark work completed in their lessons unless explicitly asked not to by the teacher.
- Issues arising during the cover lesson, whether pastoral, academic or other should be shared with the parallel teacher if available or the level coordinator or both if necessary.
- Short term cover up to a maximum of 1 whole day, is deemed an expected part of any TA's role and will be paid as such. The second and any subsequent consecutive day will be paid on the HLTA scale.
- Longer term cover may be referred to a supply teacher depending on relevant factors such as duration, needs of class, age level and academic requirements.
- TA's should endeavour to continue with their supervision duties while providing class cover whenever possible. If this is not possible, due to the needs of the class requiring cover, please speak to your level coordinator.



- Duties normally allocated to the absent teacher and requiring cover, are not the immediate responsibility of the covering TA. These will be organised separately by the Assistant Head.
- If a TA is absent, cover will only be arranged if necessary, not as a matter of course.
- The ability of a TA to cover in EY may differ depending on the needs of the group ie age, numbers and qualifications etc. This will be determined by the Assistant Head in coordination with the Head of Early Years.