

Job Description

	Job Title	Teaching Assistant – Level 2c
	School	Lyon Park Primary School
	Location	Wembley
	Grade	Scale 4
	Reports to	Assistant Headteacher for Phase / Senior Leaders
	Staffing Responsibility	Allocated staff (Day-to-day support)
	Restricted	No

1. Job Purpose:

(Summary of the overall purpose of the job)

- 1.1 To work under the guidance of a teacher/senior staff within an agreed system of supervision, to provide key support for agreed learning activities for individual or groups of pupils, as well as own planning, preparation and delivery of learning activities under the guidance of a teacher / senior staff.
- 1.2 To occasionally supervise lessons, planned by the class teacher to the whole class - during the short-term absence of teachers, including courses and meetings, maintaining good order, keeping pupils on task, responding to questions, marking and giving feedback, and generally assisting pupils to undertake set activities.
- 1.3 Deputise for the HLTA if they are absent.
- 1.4 To provide lunchtime cover for Teaching Assistants or teacher colleagues when required.
- 1.5 To monitor, assess, record and report on progress, development and achievements of pupils.
- 1.6 To develop expertise in an area of special need by modelling best practice, mentoring and training colleagues, team teaching and modelling interventions. To organise timetabling and cover for link professional visits e.g. timetabling the Speech and Language therapist.
- 1.7 Provide day-to-day operational advice and support to other teaching assistants, including assisting with identifying and addressing teaching assistants' training needs where appropriate.
- 1.8 To be a role model of the Teaching Assistant standards.
- 1.9 To contribute to the overall ethos, work and aims of the Lyon Park Primary School.

2. Principal Accountabilities And Responsibilities:

(Indicate the main accountabilities, responsibilities and expected outcomes (8-10 bullets should be sufficient).

- 2.1 Occasionally supervise lessons planned by the class teacher e.g. handwriting and storytime, to whole classes during the short-term absence of teachers, including courses and meetings.
- 2.2 Cover Teaching Assistants who are absent, including supporting in class and working 1:1 with a child.
- 2.3 Cover Teaching Assistants and teachers for lunch breaks as required.

- 2.4 Assist the teacher/senior leader in undertaking assessments of the needs of pupils to support their learning.
- 2.5 Implement structured and agreed learning activities and teaching programmes for individuals and groups of pupils within the Key Stage.
- 2.6 Contribute and implement Individual Education/Behaviour Plans and Personal Care and support and mentoring programmes in partnership with a teacher/senior leader / Teaching Assistant.
- 2.7 Manage pupils who have been internally excluded from or are otherwise not working to a normal timetable e.g. flexible schooling.
- 2.8 Adjust learning activities and teaching programmes to take account of pupil needs and responses.
- 2.9 Use specialist (curricula/learning) skills/training/experience to support pupils' learning.
- 2.10 To develop expertise in one of the four areas of special need in the SEND Code of Practice and use specialist skills /training/experience to support pupils'.
- 2.11 Share skills/training/experience with colleagues by modelling best practice, mentoring and training, team teaching and modelling specialist interventions
- 2.12 Assist the teacher/senior leader to plan challenging teaching and learning objectives, to evaluate progress and development of pupils, and adjust lesson/work plans as appropriate.
- 2.13 Monitor, record, evaluate and evidence the progress and achievements of teaching and learning.
- 2.14 Provide objective, accurate and detailed feedback to the teacher on pupil progress, achievements, and other matters ensuring the availability of appropriate evidence.
- 2.15 Develop, maintain and review records/systems, as agreed with the headteacher / SLT.
- 2.16 Assist pupils to access learning opportunities through specialist support, recognising and responding to their individual needs.
- 2.17 Establish productive working relationships with pupils, acting as a role-model and setting challenging expectations, and under guidance of the teacher, provide feedback to pupils on their progress, development, achievement and also deliver pastoral support, and behavioural support.
- 2.18 Support the role of parents/carers in pupils' learning, and as directed by the teacher / senior leader, contribute to meetings with parents/carers to provide constructive feedback on the progress, development and achievements of pupils.
- 2.19 Promote and employ strategies to enable the inclusion and acceptance of all pupils, encourage self-esteem, and recognise and reward independence and self-reliance.
- 2.20 Promote positive values, attitudes and pupil behaviour, working within the school's disciplinary policy to anticipate and manage behaviour constructively, promote self-control, self regulation and independence and encourage pupils to take personal responsibility for their behaviour.
- 2.21 Organise and manage a positive and appropriate inclusive learning environment and use of resources.
- 2.22 Select and prepare resources necessary to lead learning activities, taking account of the interests, language and cultural background of pupils.
- 2.23 Determine the need for, prepare and maintain -specialist equipment and resources, including information and communication technology (ICT), for use in relevant learning activities and teaching programmes, and develop pupils' competence and independence in their use.
- 2.24 Administer and invigilate tests and exams, and assess and mark tests and pupils' work.

- 2.25 Undertake a range of administrative activities to support teachers / senior leaders.
- 2.26 Under the guidance of the teacher/senior leader, contribute to the identification and implementation of out-of-school learning activities to consolidate and extend learning carried out in the classroom, and deliver these activities in accordance with school guidelines.
- 2.27 Participate in training and development activities, and programmes, and disseminate information to colleagues through training, mentoring and coaching.
- 2.28 Establish and develop constructive relationships and communicate with other agencies, professionals and/or stakeholders, in liaison with the teacher / senior leader, to support progress and achievement of pupils.
- 2.29 Supervise pupils on trips and school activities as required.
- 2.30 Take an active role in the development of multi-agency approaches to supporting pupils.
- 2.31 Comply with and assist in the development of policies and procedures, and report all concerns to an appropriate person, in respect of:
- Child protection and safeguarding,
 - Health, safety and security,
 - Confidentiality, and
 - Data protection.
- 2.32 Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop.
- 2.33 Provide support for a team of teaching assistants, which might include elements of:
- Mentoring
 - Training and development
 - Liaison with senior leaders and teaching staff.
- 2.34** Undertake these duties within agreed departmental service/school objectives, policies and procedures and promote the School's Equal Opportunities Policy.