

Woodside Primary School

Teaching assistant job description and person specification

Job description

Job title:	Teaching assistant (SEN)
Reports to	The Executive Headteacher and the Special Educational Needs Co-ordinator (SENCO)
Type of position:	Part-time
Hours of work:	8:50am to 12:15pm
Level and scale point:	Grade 5 (point dependent on experience) Range is Points 11-14
Job purpose:	<ul style="list-style-type: none">• Support the teacher in the classroom and in preparation for lessons.• Support children in their educational and social development.• Provide extra support for pupils with special educational needs or disabilities.• Provide extra support for pupils with English as an additional language.• Provide emotional support.

Main duties/responsibilities

Support children with mathematics, reading and writing on an individual, class or small group basis.
Help children who need extra support to complete tasks.
Give extra support to children with special educational needs, disabilities or English as an additional language.
Help the teacher to develop learning programmes and activities, and adapt appropriate materials.
Assist the teacher with marking and correcting work, and other administrative tasks.
Prepare the classroom for lessons and practice good housekeeping to ensure the classroom remains in good order.
Listen to children read, read to them and tell them stories.
Support the teacher in managing class behaviour.
Supervise group activities.
Look after children who are upset or have had accidents.
Take part in training, meetings and reviews.
Create displays from pupils' work.
Support a child on a 1:1 basis

Develop knowledge of the learning support needs of individual pupils.
For the pupils you are supporting:
<ul style="list-style-type: none"> • Aid their learning as effectively as possible.
<ul style="list-style-type: none"> • Clarify and explain instructions.
<ul style="list-style-type: none"> • Ensure they are able to use any equipment and materials provided.
<ul style="list-style-type: none"> • Assist them in weaker areas such as language, behaviour and social skills.
<ul style="list-style-type: none"> • Help them to concentrate on and finish work set for them.
<ul style="list-style-type: none"> • Meet physical needs as required while encouraging independence.
<ul style="list-style-type: none"> • Assist with the development and implementation of EHC plans.
Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
Undertake intervention programmes linked to local and national learning strategies, recording achievement and progress, and providing feedback to the teacher.
Support the use of IT and computing in learning activities and develop pupils' competence and independence in its use.
Assist with the preparation and maintenance of equipment/resources required to meet lesson plans/relevant learning activities to support the delivery of an enriched curriculum.
Help out with school events, trips and activities.

Note: This job description is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the school. The post-holder will be expected to participate in this process and we would aim to reach agreement on any changes.

Woodside Primary School Teaching assistant person specification

	Essential	Desirable	Evidence
Qualifications and experience	<ul style="list-style-type: none"> • Previous experience working with children. • Education to secondary school level at least. • Knowledge and understanding of child development and children's and families' needs. 	<ul style="list-style-type: none"> • Previous experience working in a school setting. • Relevant qualification with regard to working with children, such as NVQ 3. • Previous experience working with child with specific learning needs 	A, I, D
Organisation	<ul style="list-style-type: none"> • Ability to plan and organise. • Ability to recognise and identify problems. • Ability to record and pass on information accurately. 	<ul style="list-style-type: none"> • Ability to cope with many roles/ responsibilities. • Understanding of the importance of parental involvement. 	A, I, R
Special skills and interests	<ul style="list-style-type: none"> • Ability to encourage and enable others to develop their full potential. • Ability to support emotional needs 	<ul style="list-style-type: none"> • First aid, music, arts and crafts, computing. • Any extra interests related to childcare. 	A, I
Disposition and attitudes	<ul style="list-style-type: none"> • Ability to build relationships and to lead and work as part of a team. • A friendly, helpful, caring, calm and flexible approach. • Open-mindedness and patience. • A commitment to equal opportunities. • Ability to maintain confidentiality in all school matters. • Ability to form good relationships with parents and communicate well. 	<ul style="list-style-type: none"> • High levels of self-confidence. • Ability to relate well to other professionals. 	I, R
Physical attributes and other circumstances	<ul style="list-style-type: none"> • Ability to physically fulfil the responsibilities of the post. • Willingness and ability to attend appropriate meetings and training. • Good personal presentation. • Excellent punctuality. 	<ul style="list-style-type: none"> • Flexible approach. 	I, R

Evidence

A = Assessed at application

I = Assessed at interview

R = Assessed through references

D = Assessed through supporting documents at interview