

## Woodside Primary School

### Teaching assistant job description and person specification

#### Job description

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| Job title:             | Teaching assistant (SEN)                                                                                                                                                                                                                                                                                                                                                                                          |
| Reports to             | The Executive Headteacher and the Special Educational Needs Co-ordinator (SENCO)                                                                                                                                                                                                                                                                                                                                  |
| Type of position:      | Part-time, term time only                                                                                                                                                                                                                                                                                                                                                                                         |
| Hours of work:         | 12:30-3pm week days until Dec 2022 then 9am- 3pm on Thursdays and Fridays from Jan 2023                                                                                                                                                                                                                                                                                                                           |
| Level and scale point: | Grade 5 (point dependent on experience) Range is Points 11-14                                                                                                                                                                                                                                                                                                                                                     |
| Job purpose:           | <ul style="list-style-type: none"><li>• Support the teacher in the classroom and in preparation for lessons.</li><li>• Support children in their educational and social development.</li><li>• Provide extra support for pupils with special educational needs or disabilities.</li><li>• Provide extra support for pupils with English as an additional language.</li><li>• Provide emotional support.</li></ul> |

#### Main duties/responsibilities

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| 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                                                                                    |

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| Develop knowledge of the learning support needs of individual pupils.                                                                                                            |
| For the pupils you are supporting:                                                                                                                                               |
| <ul style="list-style-type: none"> <li>• Aid their learning as effectively as possible.</li> </ul>                                                                               |
| <ul style="list-style-type: none"> <li>• Clarify and explain instructions.</li> </ul>                                                                                            |
| <ul style="list-style-type: none"> <li>• Ensure they are able to use any equipment and materials provided.</li> </ul>                                                            |
| <ul style="list-style-type: none"> <li>• Assist them in weaker areas such as language, behaviour and social skills.</li> </ul>                                                   |
| <ul style="list-style-type: none"> <li>• Help them to concentrate on and finish work set for them.</li> </ul>                                                                    |
| <ul style="list-style-type: none"> <li>• Meet physical needs as required while encouraging independence.</li> </ul>                                                              |
| <ul style="list-style-type: none"> <li>• Assist with the development and implementation of EHC plans.</li> </ul>                                                                 |
| 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.                                                                                                                               |

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

### Evidence

A = Assessed at application

I = Assessed at interview

R = Assessed through references

D = Assessed through supporting documents at interview