



Person Specification and Job Description for Teaching Assistant

Person Specification

Qualifications and training

- Essential – Level 3 or above relevant qualification or equivalent
- Desirable – Additional SEN/EAL training, evidence of ongoing professional development, first aid qualification

Experience

- Essential - Experience of working with children aged 4–11 in a school or similar setting, experience supporting teaching and learning in a classroom environment, experience of working with children with differing needs and abilities
- Desirable – Experience in an independent or prep school, experience supporting pupils with SEND, experience delivering small-group interventions

Skills and abilities

- Ability to support high-quality teaching and pupil progress
- Strong communication skills with pupils, staff and parents
- Ability to build positive, professional relationships with children
- Good organisational skills and attention to detail
- Ability to work both independently and as part of a team
- Competent IT skills (e.g., Word, email, basic school systems)

Personal qualities

- Warm, patient and nurturing approach with children
- Professional, reliable and punctual
- Positive, enthusiastic and proactive attitude
- Willingness to support wider school activities (trips, events, clubs)
- Flexible and willing to contribute fully to school life
- High expectations of behaviour and achievement
- Commitment to safeguarding and promoting the welfare of children

Job Description

Support for pupils

To positively impact on pupils learning and development by:

- Developing the knowledge of a range of learning support needs and to develop an understanding of the specific needs of the pupil/pupils to be supported
- Supervising and provide particular support for pupils, ensuring their safety and access to learning activities both in class and in the playground
- Taking initiative to facilitate a safe, organised and stimulating learning environment
- Taking into account the learning support involved, to aid the pupils to learn as effectively as possible both in group situations and on his/her own by, for example:
 - Clarifying and explaining instructions
 - Ensuring the pupil is able to use equipment and materials provided
 - Assisting or extending in all areas of learning and development e.g. language, behaviour, social skills, reading, spelling, handwriting/presentation
 - Helping pupils to concentrate on and finish work set
 - Meeting physical needs as required whilst encouraging independence
 - Assisting with the development and implementation of Structured Interventions/Power-Ups, Behaviour Plans and Personal Care programmes
 - Developing appropriate resources to support the pupils
 - Providing support for individual pupils inside and outside the classroom to enable them to interact with others and engage in activities led by the teacher
 - Having an appropriate level of mathematical knowledge and competence in spoken and written English to support pupils effectively
- To establish a constructive relationship with the pupils and interact with them according to individual needs
- To promote the inclusion and acceptance of all pupils
- To set challenging and demanding expectations and promote self-esteem and independence
- To provide the necessary pastoral care to enable pupils to feel secure and happy
- To provide feedback to pupils in relation to progress and achievement under the guidance of the teacher

Support for teachers

- Monitor pupils' responses to learning activities and accurately record achievement as directed
- Provide detailed and regular feedback about the pupils to the teacher
- Contribute to the maintenance of pupils' progress records as appropriate
- Promote good behaviour, dealing promptly with conflicts and incidents in line with established policy, and encourage pupils to take responsibility for their own behaviour
- Establish constructive relationships with parents/carers, including written communication if appropriate, such as email or Tapestry
- Help administer routine tests and undertake routine marking of pupils' work

- Assist with the class teacher (and other professionals as appropriate) with a range of administrative tasks as directed when pupils are not present in the class (except in exceptional circumstances)

Support for the curriculum

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Support the use of 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 to ensure that the classroom is tidy and everyday resources are ready for use, e.g. pencils are sharp and whiteboards are clean

Support for the School

- Read and respond to emails in a timely fashion
- Be aware of and comply with the procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the School
- Appreciate and support the roles of other professionals
- Attend and participate in relevant meetings as required
- Liaise, advise and consult with other members of the team supporting the pupils as appropriate
- Contribute to reviews of pupils' progress as appropriate
- Set a good example in terms of dress, punctuality and attendance
- Prepare and present displays of pupils' work as required
- Undertake other duties from time to time as required by the Head

Additionally, when supporting in the EYFS (if applicable)

- Be familiar with the [early years foundation stage \(EYFS\) framework](#). This statutory document sets the standards for learning and development and care for children from birth to five
- Be familiar with the publication [Development Matters](#) (Non-statutory curriculum guidance for the early years foundation stage) to inform practice
- Ensure that your mobile phone is stored in the lockers provided and not used in the Early Years areas of School