



## Teaching Assistant Job Description

### Purpose of Post:

1. To provide a high standard of physical, emotional, social and intellectual care for children placed in the setting.
2. To give support to their staff within the setting.
3. To work as part of a team in order to provide an enabling environment in which all individual children can play, develop and learn.
4. To build and maintain strong partnership working with parents to enable children's needs to be met.

### Responsible to:

Designated teacher / Phase Leader / Headteacher/ Deputy Headteacher

### Working hours:

Monday to Friday from 7.15am – 1.30pm. 31.25 hours per week

### Working dates:

1<sup>st</sup> September – 30<sup>th</sup> June (excluding public and Junior School holidays)

### Pay-Scale:

TA1 - TA3 (1<sup>st</sup> September – 31<sup>st</sup> August) with progression dependent on experience and the achievement of Key Performance Indicators assessed during Performance Management reviews. Progression to the next scale point can be achieved following two years of successful performance management.

An Additional payment of €5 per period for whole class responsibility supply cover as agreed with the Headteacher

### Support for Pupils

- Under the guidance of the class teacher to use a range of supporting techniques to present learning tasks and curriculum content in a clear and stimulating manner in order to maintain pupils' interest and motivation and to help pupils to learn effectively through guiding, advising and feedback. This will include the effective use of ICT to support pupils' learning.
- To assist with the pastoral care of pupils, attending to their personal and social needs as necessary and building and maintaining successful relationships with them.
- To promote and support the inclusion of all pupils in the learning activities in which they are involved.
- Under agreed school procedures to give first aid/medicine where necessary
- To assist with preparation for school visits and the supervision of pupils on such visits.

### Support for Teachers

- Under the guidance of the class teacher to deliver learning activities to individual and groups of pupils and, on occasion, to the whole class.
- To assist the class teacher in planning, devising and extending appropriate educational activities. This may include contributing to the development of individual support plans.
- To support and work with the teacher to identify and respond appropriately to individual differences between pupils so that demanding expectations may be set and to contribute to decisions about the most appropriate learning targets and strategies.
- To help assess and systematically record pupils' progress using the results of this monitoring to inform further support work and to give oral and written feedback on attainment and progress to both pupils and the teacher.
- To support expectations of pupil behaviour and assist in securing appropriate standards of discipline to create

and maintain a purposeful, orderly and supportive environment for pupils' learning.

- To efficiently prepare, maintain and use appropriate classroom teaching materials and equipment, including organising the use of audio/visual and ICT equipment, bearing in mind the efficient usage of school resources.
- To prepare aspects of pupils portfolios and progress reports
- To support the teacher in providing an effective and appropriate learning environment. This includes displaying children's work and preparing learning materials

### **Support for the Curriculum**

- To maintain familiarity with the relevant requirements of the curriculum to assist with the effective teaching of basic skills and support work and to ensure that opportunities are taken to develop pupils' learning and skills.
- To support the teaching of literacy, numeracy or other specific curriculum areas as required and agreed with the Headteacher.

### **Support for the School**

- To work collaboratively with colleagues as part of a professional team, in particular the class teacher, the Special Educational Needs Co-ordinator (SENCO) and other teaching assistants; working at all times within the school's policies and procedures.
- To assist in the general efficient operation of the school, including providing cover for other support staff as necessary and providing short-term cover (no more than 2 consecutive days) for teachers as directed by the Headteacher, and where necessary supervising and guiding the work of other teaching assistants.
- To attend staff meetings, participate in performance management arrangements and undertake training and development activities.
- To support administrative duties across the whole school and within specified classes
- To liaise as necessary with parents and carers and with outside agencies, offering support and advice as required.
- To maintain confidentiality at all times in respect of school-related matters and to prevent disclosure of confidential or sensitive information. This includes the posting of such information on social media
- To undertake tasks of a similar nature and level, as directed by members of the SMT

## Personnel Specification – Teaching Assistant

Attributes	Criteria	Rank
Education and Training	<ol style="list-style-type: none"> <li>1. Minimum of a relevant and recognised Level 3 qualification</li> <li>2. Evidence of ongoing personal development training</li> <li>3. Desire to continue with professional development</li> <li>4. To gain a recognised Professional Status i.e. Early Years Professional Status (EYPS)</li> <li>5. Recent Paediatric First Aid certificate</li> <li>6. Basic Food Hygiene</li> </ol>	<p>Essential</p> <p>Desirable</p> <p>Desirable</p> <p>Desirable</p> <p>Desirable</p> <p>Desirable</p>
Relevant Experience	<ol style="list-style-type: none"> <li>7. Experience in working with children</li> <li>8. Experience of working in a primary school setting</li> <li>9. Experience of implementation of National Curriculum</li> <li>10. Experience of working in partnership with parents</li> </ol>	<p>Essential</p> <p>Desirable</p> <p>Desirable</p> <p>Desirable</p>
General and Special Knowledge	<ol style="list-style-type: none"> <li>11. Knowledge of legislation relevant to National Curriculum and Safeguarding, Childcare Act 2006</li> <li>12. Knowledge of Child Development and children’s needs</li> <li>13. Ability to work with parents/carers/families to encourage partnership working</li> </ol>	<p>Essential</p> <p>Essential</p> <p>Essential</p>
Skills and Abilities	<ol style="list-style-type: none"> <li>14. Ability to communicate well with adults and children</li> <li>15. Ability to work as part of a team</li> <li>16. Ability to write legibly</li> <li>17. Good presentation skills</li> <li>18. Possess a level of general computer literacy with a range of IT skills.</li> <li>19. Good organisational skills</li> <li>20. Ability to demonstrate creative abilities</li> </ol>	<p>Essential</p> <p>Essential</p> <p>Desirable</p> <p>Desirable</p> <p>Desirable</p> <p>Desirable</p> <p>Desirable</p> <p>Desirable</p>
Any Additional Factors	<ol style="list-style-type: none"> <li>21. Understanding of Equal Opportunities</li> <li>22. Awareness of Health &amp; Safety and practical Hygiene issues</li> <li>23. Ability, flexibility and willingness to take on other responsibilities or duties as deemed necessary</li> </ol>	<p>Essential</p> <p>Essential</p> <p>Essential</p>