

PARK SCHOOL

Education: An Exciting Journey

JOB DESCRIPTION

JOB TITLE: Teaching Assistant

HOURS OF WORK: 32.5 hours per week, Term-Time only (36 weeks)

Park School is committed to safeguarding and protecting the welfare of children. Successful applicants will be required to undergo child protection screening including checks with previous employers and a DBS check.

RESPONSIBLE TO: Headteacher

JOB PURPOSE:

- To work as part of the staff team to enable children to participate fully in their learning at Park School; supporting the teachers to enable children to making good progress in their learning, wellbeing and relationships in accordance with the aims and objectives of the school maintaining its human-scale, democratic and holistic philosophy of education;
- Under the guidance of the teacher, to plan, lead and supervise groups and occasionally, whole classes in absence of the teacher and to provide additional support for children with special educational needs and disabilities, either as 1-1 or in small groups;
- Having regard for the Professional Standards for Teaching Assistants, to ensure a high standard of childcare and education so that the physical, emotional, cultural, social and intellectual developmental needs of individual children are met;
- To be an active participant within the staff team and wider school community, collaborating with and supporting colleagues and parents, developing and innovating a model of human-scale education that nurtures and inspires children to achieve their potential.

KEY DUTIES AND RESPONSIBILITIES

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to be flexible within the working practices of the school and to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the school.

Supporting Children

- To work with groups or individual pupils under the guidance of the class teacher;
- To support the learning and social, emotional development of individuals and groups of children with special educational needs;
- To plan, prepare and lead activities which promote learning through creativity, play and enquiry, under guidance of the class teacher;
- To encourage opportunities to develop the social, emotional and cultural aspects of pupils' learning under guidance of the class teacher;
- To support the children in developing positive and healthy relationships with each other, including adopting positive approaches to behaviour management in line with

	<p>the school policies and ethos;</p> <ul style="list-style-type: none"> ● To provide support for children’s personal care needs as required.
<p>Supporting the Teacher</p>	
	<ul style="list-style-type: none"> ● To support the class teacher to maintain a regular system of monitoring, assessment, record-keeping and reporting of children’s progress; ● To assist in the whole planning cycle, including the contribution to the development of lesson plans and managing and preparing resources; ● To supervise and lead the class in the absence of the teacher; ● To provide general administrative support, for example, photocopying, filing, preparation of teaching resources, etc. as required by the class teacher; ● To assist the class teacher in maintaining a stimulating, safe and creative learning environment through preparation of classroom displays, organisation of learning and play resources, etc; ● To undertake classroom organisation and task e.g. preparation of snacks, serving lunch, cleaning equipment and other such duties.
<p>Supporting the School</p>	
	<ul style="list-style-type: none"> ● To promote the ethos and values of the school; ● To assist with the supervision of pupils in the school, as required, within contracted hours as necessary to ensure their safety and well-being; ● To participate in, and contribute to, the wider community of the school supporting the ethos and values of the school as a human-scale school which recognises and values the importance of school and parents working together as community (e.g. participating in community events outside of contracted school hours).
<p>General Professional Responsibilities</p>	
	<ul style="list-style-type: none"> ● To be alert to issues of safeguarding and child protection, ensuring the welfare and safety of children attending the school is promoted and safeguarded and to immediately report any child safety / protection concerns in accordance with the schools’ safeguarding and child protection policies, procedures and practices; ● To take responsibility for own professional development as a reflective practitioner, participating in the professional appraisal and performance management and, attending relevant training and professional development as required; ● To attend relevant meetings, staff development days and parent meetings as required; ● To promote equality of opportunity as an integral part of the role and to treat everyone with fairness and dignity. ● To recognise health and safety is a responsibility of every employee, to take reasonable care of self, pupils and others and to comply with the Schools Health and Safety policy and any school-specific procedures / rules that apply to this role. ● Respect the confidentiality of pupil information and to ensure confidentiality of information received.

Person Specification – Teaching Assistant

REQUIREMENT	Essential	Desirable	Application Interview
Qualifications / Education / Training:			
1) A qualification in literacy and numeracy equivalent to GCSE Grade A-C or level 2 on the National Curriculum Framework	*		A
2) L3 NVQ Teaching Assistant qualifications and/or relevant degree		*	A
3) Qualified Teacher Status		*	A
4) Valid First aid – Paediatric or Emergency First Aid at Work		*	A
5) Safeguarding and Child Protection training (Group 2)		*	A
6) Training in supporting children with specific learning needs, e.g. dyslexia or similar		*	A/I
		*	A/I
Experience:			
1) Minimum of 1 year successful experience supporting children’s learning.	*		A/I
2) Suitable experience of working with children with Special Educational Needs (e.g. Dyslexia)		*	A/I
Skills & Competencies:			
1) Excellent communication skills with adults and children	*		A/I
2) Ability to plan activities to support children’s learning	*		A/I
3) Ability to observe, record and assess children’s progress	*		A/I
4) Ability to work flexibly within a team and motivate pupils	*		A/I
5) Ability to lead groups and the class in the teacher’s absence	*		I
6) Ability to build warm and positive relationships with children, their families and colleagues	*		I
7) Self-motivated, enthusiastic and able to show initiative	*		A/I
8) Demonstrable understanding of the benefits for children of self-directed play, outdoor play and exploration within nature	*		A/I
9) Demonstrable understanding of Human Scale Education		*	A/I
Values & Ethos:			
1) Places children at the heart of all they do, valuing and incorporating diverse backgrounds and experience	*		A/I
2) Commitment to building and participating in the community, understanding the importance of being connected and the possibilities it offers	*		I
3) Respect each other and value positive relationships.	*		I
Personal Attributes:			
1) The ability to be reflective and self-evaluate and to learn new skills	*		A/I
2) Approachable, committed and demonstrate a positive attitude with a sense of humour	*		I
3) A willingness to participate in training and professional development	*		A/I