| ***Job Description*** | | |
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| ***Title***<br>**TEACHING ASSISTANT - PRIMARY**<br><br>**Grade 4** | ***School:***<br>**Arnold View Primary School** | ***Post Ref***<br>**TA4 Jan 27**<br>**Profile Learning Support 4a PRI** |
| ***Job Purpose***<br>To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. The primary focus will be to maintain good order and to keep pupils on task. | | |

***Key Responsibilities***

1. Using specialist (curricular/learning) skills/training/experience to support pupils
2. Assisting with the development and implementation of Learning Support Plans /Behaviour Plans
3. Establishing productive working relationships with pupils
4. Promoting the inclusion and acceptance of all pupils
5. Supporting pupils consistently whilst recognising and responding to their individual needs
6. Encouraging pupils to interact and work cooperatively with others and engage all pupils in activities
7. Promoting independence and employ strategies to recognise and reward achievement of self reliance
8. Providing feedback to pupils in relation to progress and achievement
9. Setting challenging and demanding expectations and promote self-esteem and independence
10. Attending to pupils' personal needs and provide advice to assist in their social, health and hygiene development
11. Supporting provision for pupils with special needs including specialist support
12. Working with the teacher to establish an appropriate learning environment
13. Working with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
14. Monitoring and evaluating pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
15. Providing objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
16. Being responsible for keeping and updating records as agreed with the teacher, contributing to the review of systems/records as requested
17. Undertaking marking of pupils' work and accurately record achievement/progress
18. Promoting positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with

established policy and encourage pupils to take responsibility for their own behaviour
19. Liaising sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings
20. Administering and assessing routine tests and invigilate exams/tests
21. Undertaking home visits as required
22. Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
23. Assisting in the development and implementation of appropriate behaviour management strategies
24. Facilitating smooth transition between educational phases
25. Providing general clerical/admin support e.g. administer coursework, produce worksheets for agreed activities and lesson plans for individual children and small groups etc
26. Supporting pupils in their learning in all areas of the curriculum
27. Implementing agreed learning activities/teaching programmes, adjusting activities according to pupil responses
28. Implementing local and national learning strategies e.g. literacy, numeracy, early years and making effective use of opportunities provided by other learning activities to support the development of relevant skills
29. Supporting the use of ICT in learning activities and develop pupils' competence and independence in its use
30. Helping pupils to access learning activities through specialist support
31. Determining the need for, preparing and maintaining general and specialist equipment and resources
32. Providing appropriate guidance and support in the training and development of staff as appropriate
33. Delivering and/or contributing to out of school learning activities within guidelines established by the school and within established working hours
34. Providing cover for the provision of PPA time for teaching staff, plus short-term cover for absence for other staff
35. Supervising pupils on visits, trips and out of school activities as required
36. Supporting Teaching Assistant students in school settings
37. To train as a DSL and ensure that pupils are safeguarded
38. To run support sessions for pupils after training

**General Responsibilities**

39. Be aware of, administer and comply with school policy and procedures particularly in respect of Child Protection and Health and Safety
40. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
41. Contribute to the overall ethos/work/aims of the school
42. Ensuring the safe organisation of learning activities and the physical teaching space and resources for which they have responsibility
43. Attend and participate in regular meetings
44. Participate in training and other learning activities as required

45. Be aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences as appropriate
46. Any other curriculum duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific terms, following consultation with the Recognised Trade Unions
47. To promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact with during the course of your duties and responsibilities. Your conduct must at all times be in accordance with the school's policies and procedures
48. To report any causes for concern relating to the welfare and safety of children to the designated person, and the head teacher, or if unavailable the designated safeguarding governor or a member of the senior leadership team
49. To attend safeguarding training as required by the school and maintain your knowledge and understanding of your responsibility for safeguarding children in this school

Note: It is expected that duties will be undertaken within contracted hours unless by agreement

| ***Person Specification*** | |
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| ***Education and Knowledge*** | ***Personal skills and general competencies*** |
| Good literacy and numeracy skills gained from general education to GCSE 'O' level/ Adult Literacy and Numeracy level 2/NVQ level 3 for Teaching Assistants or equivalent qualification and experience together with a working knowledge of national curriculum, early years curriculum and other relevant learning programmes/strategies. | |

## Additional Responsibilities to be included in the Job Description

This section is a description of the main responsibilities that are to be added to the Job Description, it is not a task list – the % time spent does not have to exact - it is to help the analyst understand how much time is spent on specific tasks for example the amount of time spent on typing/ inputting data may affect the Physical Demands factor.

| Additional Responsibilities | % Time spent |
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| Drawing and talking support for pupils | 10% |
| Safeguarding support within the school | 20% |
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## Factor Information

The factor definitions are outlined below and are specific for the job description and reflect the appropriate level from the NJE scheme that are commensurate with the level of responsibility and competences required for the role as described in the Job Description. If you have amended the standard information, you should insert any additional information that you believe would impact on a factor.

Some factors have options (a) or (b) you should indicate which option best describes the job by placing a tick in the relevant box.

| Factor | | Factor Definition and Relevant Job Information |
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| 1 | **Knowledge** | Good literacy and numeracy skills gained from general education to GCSE 'O' level/ Adult Literacy and Numeracy level 2/NVQ level 3 for Teaching Assistants or equivalent qualification and experience together with a working knowledge of national curriculum, early years curriculum and other relevant learning programmes/strategies. |
| 2 | **Mental Skills** | Some analysis and interpretation required when determining the most appropriate action from a range of alternative options. Elements of creativity and/or forward thinking are fundamental to the post's activities e.g. involved in lesson planning, evaluating pupil response and adjusting lesson and work plans; working on IEPs; contributes to planning over the short and medium term e.g. pupil target setting, inputting to the overall curriculum plan for the year. |

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| **3** | **Interpersonal/ Communication Skills** | Using persuasive skills to encourage children's' learning and development, including whole classes; more complex exchanges with a range of audiences e.g. pupils, parents and carers, colleagues and students, outside agencies. | |
| **4** | **Physical Skills** | Use of computer keyboard to input basic alpha/numeric information as part of basic record keeping, also in learning situations with pupils; use of specialist equipment e.g. hoists to move a pupil as required. | |
| **5** | **Initiative & Independence** | Working under guidance of teaching/senior support staff, required to deal with unexpected problems, following school procedures, in a variety of school situations e.g. deal with a behavioural situation knowing how and when to seek support; prioritises own workload. | |
| **6** | **Physical Demands** | Long periods of standing, also sitting down, often on small chairs, kneeling and bending with pupils; setting out classrooms and learning environments; moving and handling using special equipment e.g. pushing a wheelchair containing a pupil; carrying resources e.g. rolls of paper, play equipment; bending stretching and use of step ladder for display work. | |
| **7** | **Mental Demands** | Applying sensory concentration, working very closely for periods, including observing reactions and behaviour, with individual and groups of pupils; dealing with interactions between members of the group; mental concentration required when working on IEPs and Pastoral Support Plans. | |
| **8** | **Emotional Demands** | A) Working on an ongoing basis with children, some of whom have short or longer term emotional, additional or special needs. | |
| | | B) Working on an ongoing basis with children, many of whom have special needs and exhibit challenging behaviour, including Autism, Dyslexia, Dyspraxia, Visual Difficulties, Hearing Difficulties and Physical Difficulties; also, terminally ill children and those who suffer from seizures or epilepsy. | |
| **9** | **Responsibility for People** | Contributing to IEPs/teaching plans/PIVATS and the review of these, to suit specific pupils; assessing and responding to the basic and welfare needs of pupils. | |
| **10** | **Responsibility for Supervision** | Job holder has no direct responsibility for the supervision of other employees. Occasional demonstration of own duties or similar assistance to new staff and/or college students and volunteer helpers may be given as necessary. | |
| **11** | **Responsibility for Financial Resources** | Job holder has limited direct responsibility for financial resources. The handling and recording of small amounts of cash/cheques or equivalent may be necessary periodically. | |
| **12** | **Responsibility for Physical Resources** | Regular handling, processing and recording of computer and manual information in accordance with data protection principles including routine document preparation, storage, retrieval or amendment; responsible for the careful use of special equipment and for reporting any problems with this equipment. | |

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| **13** | **Working Conditions** | Duties involve regular contact with children; there is also some exposure to abuse and/or aggression from pupils and/or adults; assisting pupils with toileting and dealing with bodily fluids. |

Date 09/11/2026