

## **PRIORY PRIMARY SCHOOL**

**TITLE:** TA Level 3

**RESPONSIBLE TO:** Class Teacher / Senior Inclusion Leader (SENDCo)

**JOB PURPOSE:** Under the guidance of a qualified teacher to undertake educational activities which assist with the teaching and support of skills and pupil learning, working with individuals and groups of pupils and with whole classes for short periods.

### **MAIN RESPONSIBILITIES:**

#### **Support for Pupils**

1. 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.
2. 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, at all times being positive and encouraging.
3. To promote and support the inclusion of all pupils in the learning activities in which they are involved.
4. Under agreed school procedures to give first aid/medicine where necessary; or assist with programmes of special care such as physiotherapy or speech therapy under the direction of the appropriate specialist.
5. To assist with preparation for school visits and the supervision of pupils on such visits, in liaison with the Educational Visits Coordinator.

#### **Support for Teachers**

1. Under the guidance of the class teacher to deliver learning activities to individual and groups of pupils and, on occasion, to the whole class.
2. To assist the class teacher in planning, devising and extending appropriate educational activities. This may include contributing to the development of IEPs and Personal and Pastoral 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 goals and strategies.
3. 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.

4. To support expectations of pupil behaviour, in line with the school Behaviour Policy, to create and maintain a purposeful, orderly and supportive environment for pupils' learning.
5. 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.

### **Support for the Curriculum**

1. 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.
2. To support the teaching of literacy, numeracy or other specific curriculum areas as required and agreed with the Class Teacher / Inclusion Lead Teacher.

### **Support for the School**

1. To work collaboratively with colleagues as part of a professional team, in particular the class teacher, the SENDCo and other teaching assistants, working at all times within the school's policies and procedures.
2. To assist in the general efficient operation of the school, including providing cover for other support staff as necessary and providing cover for teachers as directed by the head teacher, and where necessary supervising and guiding the work of other teaching assistants.
3. To attend team meetings, participate in performance management arrangements and undertake training and development activities.
4. To liaise as necessary with parents and carers and with outside agencies, offering support and advice as required.
5. To maintain confidentiality at all times in respect of school-related matters and to prevent disclosure of confidential or sensitive information.
6. To undertake tasks of a similar nature and level, as directed by the Inclusion Lead Teacher / Head Teacher.