

Teaching Assistant – Raising Standards (short term)

20 hours per week

Job Description

Purpose of the post

- To assist a small number of identified children to make substantial improvements in their reading, writing and mathematical skills

Key tasks

- provide personalised support with academic learning and social development in the classroom whilst encouraging their independence
- Under the supervision of one of teachers to:
- provide personalized input (one-to-one, pairs or small group) to an identified group of lower attaining children
- support these children to improve their mental arithmetic and basic numerical skills
- support them to improve their reading and writing skills
- work alongside them in a supportive capacity in the classroom
- support the development of the child's speech and language skills
- support the child with all transitions and separations
- offer support to groups of children
- use a variety of delivery methods, ensuring that learning is multi-sensory
- set high expectations for pupils' behaviour and maintain a good standard of discipline through well-focused support
- support the classteacher to provide a positive, conducive and safe learning environment
- encourage children to join in with learning activities that promote their development and enjoyment of learning.
- assist with the planning of learning activities; evaluating and amending those plans as required
- establish constructive working relationships with children and promote inclusion
- supervise pupils' behaviour during transitions and at playtime and lunchtime
- to follow the planning, making any additional access arrangements for the child that are required.

General requirements

- to contribute positively to effective working relationships within the school
- to support and contribute to the school's responsibility for safeguarding children
- to contribute to the personal, social and health education of pupils according to school policy
- to actively pursue personal and professional development
- to promote a learning culture
- to play a full part in the life of the school community and support its ethos

- to undertake other reasonable tasks commensurate with the grading and level of responsibilities of the posts as directed by the Headteacher.

Person Specification

EXPERIENCE, KNOWLEDGE AND UNDERSTANDING

- Knowledge and understanding of how young children learn
- Knowledge about how to create secure, nurturing, stimulating learning experiences for very young children
- Some understanding of the importance of ongoing assessment in the learning process
- A sound grasp of the concept of inclusive practice
- Knowledge of issues relating to equal opportunities; multi-cultural education; personal and social education; special educational needs and how to meet the needs of gifted children

SKILLS AND ABILITIES

- Skilled at making and sustaining positive relationships with young children whilst valuing their diversity in order to enhance their learning and social development
- Skilled at breaking down tasks into small, manageable steps
- Ability to stimulate children's interest in learning
- Ability to plan learning activities for an individual child and small groups of children
- Skilled at communicating with children
- Skilled at developing children's self-esteem and motivation so that they become resilient, independent learners
- In conjunction with the classteacher, capable of planning rich learning experiences, assessing the needs and achievements of the child and maintaining appropriate records
- Able to work closely with members of the Key Stage team, and the wider school community
- Able to make effective relationships with parents, communicate with them and encourage their active participation in their child's education
- Excellent written and oral communication skills.

PERSONAL QUALITIES

- Committed to further professional learning
- Emotionally intelligent
- Self-motivated and resilient
- Patient
- High expectations
- Prepared to work hard and 'go the extra mile for the children'
- Able to listen and to reflect.