

Teaching Assistant

Teaching Assistants at Leigh Academies Trust provide invaluable support to ensure the personal welfare and educational needs of every pupil are met. They play a crucial role in fostering a safe and supportive learning environment, facilitating pupils' access to the education system, supporting achievement, and monitoring progress. Teaching Assistants work collaboratively with teachers and other staff to enable pupils, including those with learning difficulties, to thrive and achieve their full potential.

Core Purpose

The core purpose of the Teaching Assistant is to provide practical assistance and targeted support to pupils, both individually and in groups, to help them overcome barriers to learning and engage fully with the curriculum. Teaching Assistants contribute to a positive and inclusive learning environment by adapting materials, implementing specific strategies, and providing feedback on pupil progress. They build positive relationships with pupils, promote their wellbeing, and support their personal and academic growth. By working effectively as part of a team and demonstrating a commitment to the academy's values, Teaching Assistants make a significant contribution to the overall success of the academy.

Key Areas of Responsibility

1. Supporting Pupils' Learning

- Work with individual pupils and groups of pupils, including those with learning difficulties, both in the classroom and in support settings, to enable access to the curriculum.
- Support pupils' learning needs using a wide range of strategies and methods, which may include providing personal care.
- Contribute to the Individual Education Programme (IEP) and Annual Review process, and implement specific strategies as outlined in reviews and assessments.
- Liaise with teachers and other school staff to prepare plans and materials, and adapt materials to ensure accessibility for pupils with additional learning needs.

2. Monitoring and Feedback

- Monitor identified pupils in lessons and provide teachers with feedback on participation and progress.
- Complete half-termly reports on pupils' progress and update pupil passports throughout the year.

3. Supporting the Academy Community

- Invigilate examinations and act as a reader or scribe as requested.
- Participate in school activities and events, accompanying and supporting children on outings as necessary.
- Apply the academy's behaviour management policy consistently and fairly.
- Adhere to Health & Safety at Work legislation in all aspects of the role.
- Promote the academy's Equal Opportunities policy.
- Carry out other reasonable duties as required and commensurate with the post grade.

4. Professional Development

- Take responsibility for personal professional development.
- Participate in the academy's professional development programme as appropriate.
- Engage actively in the Performance Management Review process.
- Evaluate personal performance through self-evaluation and learn from effective practice and evidence.

5. Professional Values and Practice

- Support the academy's responsibility to provide and monitor opportunities for pupils' personal and academic growth.
- Serve as a role model through personal and professional conduct.
- Work collaboratively as a member of designated teams and contribute positively to effective working relations.
- Demonstrate proficiency in literacy, numeracy, and ICT.
- Safeguard the health and safety of all pupils on academy premises and during authorized activities.
- Contribute to the effective running of the academy.



Person Specification – Teaching Assistant

This section outlines the essential and desirable attributes for the Teaching Assistant role:

Qualifications and Training

Essential:

- Educated to GCSE level standard or equivalent (English and Maths A*-C grade or equivalent).

Desirable:

- Additional qualifications relevant to education or childcare.
- Relevant training in specific learning support strategies.

Experience

Essential:

- Experience of working with children or young people in a learning environment.

Desirable:

- Experience in a similar role or school setting.
- Experience working with pupils with Special Educational Needs and/or Disabilities (SEND).
- Experience in supporting pupils with social, emotional, and mental health needs.

Knowledge and Understanding

Essential:

- Basic knowledge of Special Educational Needs and Disabilities (SEND) and other barriers to learning, including ASD, Visual Impairments, Physical Disabilities, and Mental Health.
- Understanding of the importance of safeguarding and child protection.
- Knowledge of basic behaviour management strategies.

Desirable:

- Basic knowledge of first aid (e.g., emergency first aid course).
- Knowledge of specific intervention strategies or programmes.
- Understanding of the National Curriculum.

Skills and Abilities**Essential:**

- Ability to work constructively as part of a team, collaborating effectively with teachers and other professionals to support pupil learning and contribute to a positive working environment.
- Excellent communication and interpersonal skills, enabling the post-holder to build positive relationships with pupils, colleagues, and parents, and to communicate information clearly and effectively.
- Good written and oral communication skills, ensuring accurate record-keeping, clear communication with staff, and the ability to provide effective feedback to pupils.
- Effective listening skills, demonstrating the ability to understand and respond to the needs of pupils and colleagues with empathy and understanding.
- Ability to follow instructions and implement plans, adhering to guidance from teachers and other professionals to support consistent and effective learning experiences.
- Strong organisational skills, enabling the post-holder to manage their time effectively, prioritise tasks, and maintain accurate records.
- ICT skills, allowing for the effective use of technology to support learning and administrative tasks.

Desirable:

- Ability to adapt communication to suit different audiences, tailoring language and communication style to the age, needs, and abilities of individual pupils.
- Ability to use initiative, proactively identifying and addressing needs within the classroom and taking responsibility for tasks as appropriate.

Personal Qualities and Attributes

The successful Teaching Assistant will be a **highly motivated** and **enthusiastic** individual with a **genuine passion** for supporting the development and progress of all pupils. They will demonstrate a strong commitment to creating a **positive and inclusive learning environment** where every child feels valued and supported. Possessing a **collaborative spirit** and **excellent interpersonal skills**, they will **build strong, respectful relationships** with pupils, colleagues, and parents, fostering **effective communication and teamwork**. The Teaching Assistant will be **reflective and adaptable**, demonstrating a willingness to **learn from experience, embrace new challenges, and adjust their approach** to meet the diverse needs of pupils. They will be **patient, resilient, and possess a calm and positive demeanor**, enabling them to effectively manage challenging situations and provide consistent support. Furthermore, they will uphold the **highest standards of professionalism**, demonstrating **integrity, empathy, and a dedication** to safeguarding the wellbeing of every child.

Safeguarding of Students and Duty of Care

All staff, regardless of role, level of seniority and location, have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment. We must collectively create an environment where children feel safe to learn, play, and grow. Children should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns.

All staff must be able to identify any children who are at risk of harm, and know the characteristics of abuse or neglect. If you suspect or confirm harm then it's essential you know what actions to take.

Annual safeguarding training is offered to all staff at Leigh Academies Trust, and it is the staff member's responsibility to be aware of the most up to date guidance documented in the [Keeping Children Safe in Education](#) document (Department of Education).

Notes

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the academy/business unit at the reasonable discretion of the Principal/Director. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.

