



Job Description



This school has a responsibility for, and is committed to, safeguarding and promoting the welfare of children, young people and vulnerable adults, and requires all staff and volunteers to share this commitment.

Post Title	Teaching Assistant (Permanent)	Post No	
School	Olton Primary School		
Salary Band/Range	Band B (£24,027 - £24,790) pro rata		
Responsible to	Head Teacher, Deputy Head & SENDCo		
Location	Olton Primary School, Lyndon Road, Solihull		

1. Job Purpose

To work alongside the class teacher and other members of the teaching team to provide academic, social and emotional support within the classroom, this may include working with a pupil on a one to one basis as required within the Primary phase.

2. Key Responsibilities

2.1 Main Duties

Under the direction and supervision of a qualified teacher

- Provide support for designated pupils, including on a one to one basis as required, ensuring their safety and access to learning, which may include support during playtime or lunchtime.
- Assist with supporting children with an Education Health Care Plan (EHCP) and/or personal care programme/ IEP.
- Provide feedback to pupils in relation to their progress and achievement.
- Work with the teacher to establish and maintain an appropriate learning environment.
- Mark pupils' work as agreed with the teacher- including hot marking.
- Prepare, maintain and use resources required for the learning activity and assist pupils' in their use.
- Assist the class teacher in the preparation of activities in order to meet the needs of pupils' including when they work within a group.
- Implement agreed learning activities and teaching programmes, adjusting activities according to pupil responses/needs.
- Monitor and evaluate pupil responses and progress against action plans through observation and planned recording.
- Provide objective and accurate feedback and reports as required, to other staff on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Liaise with parents, as required.
- Promote 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.

		<ul style="list-style-type: none">• Take part in the personal care of pupils with physical impairments and administer basic first aid as appropriate.• Supervise pupils on visits, trips and out of school activities as required.• Provide lunchtime supervision, as required.• To undertake any other duties that can be reasonably expected of and are relevant to the nature of the post including supporting all children within the class as appropriate.
	2.2	People
		This post does not involve direct responsibility for the supervision, direction or co-ordination of other employees.
	2.3	Safeguarding
		School is committed to keeping children, young people and vulnerable adults safe. The post holder is responsible for promoting and safeguarding the welfare of the children, young people and vulnerable adults for whom she/he is responsible or comes into contact with.
	2.4	Financial
		Nil.
	2.5	Buildings & Equipment
		<ul style="list-style-type: none">• Responsible for the correct use and handling of equipment.• Some responsibility for ensuring that the correct equipment/resources are available for pupil use.
	2.6	Health & Safety
		The post holder will be responsible for his/her own health and safety. All duties and responsibilities must be carried out in line with the specific requirements detailed in the school Health and Safety policies.
	2.7	Policies & Procedures
		The post holder will be accountable for ensuring that he/she is aware of relevant school policies and that all duties and responsibilities are carried out in line with the appropriate policies and procedures.
3.	Other Conditions	
	3.1	Mobility
		Whilst this post is initially to a specific post, the post holder may be exceptionally required to transfer to any post appropriate to their grade at such a place as in the service of the school they may be required.
	3.2	Equal Opportunities
		School is committed to Equal Opportunities and expects all staff and volunteers to recognise and value differences and to treat everyone with dignity and respect.
	3.3	Variations to Job Descriptions
		Due to changing customer demands, duties and responsibilities are likely to vary from time to time and the school therefore retains the right to amend job descriptions to reflect changing requirements.
	3.4	Training and Development

		The school is committed to the personal and organisational development of the individual. The post holder will be encouraged to identify job-related development needs.
	3.6	Core Qualities & Leadership Framework
		The school expects all staff to demonstrate the behaviours in the Core Qualities Framework and where appropriate, those in the Leadership Framework, to an acceptable level.

Compiled/Reviewed by:	Mr Leon Chamberlain (Head Teacher)
Date	June 2024



Person Specification



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Responsible to:	Head Teacher, Deputy Head Teacher & SENDCo		

	Essential Criteria	Desirable Criteria	Measured By
Education & Qualifications	<p>NVQ Teaching Level 2 or equivalent qualification or experience.</p> <p>Literacy and numeracy (e.g. GCSE in English and Maths, or equivalent- at grade C or above/ equivalent 4 or above).</p>	NVQ Level 3 or other relevant qualifications to the role.	APP

Skills & Abilities	Ability to use ICT effectively to support learning.		APP
	Effective interpersonal and communication skills- able to break down communication barriers and promote positive outcomes.	Experience in communication in oral/written form with adults.	INT
	Ability to work effectively under pressure and using initiative to support learners.		INT
	Work effectively as part of a team and make an active contribution.	Ability to use initiative when working independently.	APP/INT
	Ability to assess pupils' learning and support their next steps in learning across the primary phase.	Knowledge of different ways to assess learning/ measure progress.	APP/INT
	Ability to create a stimulating, effective and challenging learning environment.	Evidence of practical skills/resourcing to engage learners.	APP/INT

	Previous experience of rewards/sanction systems in a school setting.	Skilled in positive behaviour management.	APP
	Ability to be able to manage and organise time and resources effectively to enhance pupil learning.		APP
	Commitment to working within organisational procedures and processes in order to meet required standards for the role and flexibility of the school.		APP & INT
	Ability to self-evaluate learning needs and actively seek learning opportunities.		APP

Experience & Knowledge	Experience of working with children on group and/or a one to one basis, in an educational setting or learning environment.	Experience of working with children with mixed and complex developmental needs.	APP
	Experience of working with children who have special educational needs and of approaches to support emotional and academic well-being.	Experience of working with children with speech and language needs. Experience of working with children with a range of needs e.g. ASD ADHD etc.	APP
	Experience of recording and reporting on pupil achievement and progress.	Experience of using tracking software based on delivered interventions e.g. SONAR	APP
	Knowledge of relevant educational policies, legislation and guidance in relation to working with, and the protection of children including DfE <i>"Keeping Children Safe in Education"</i>		APP
	Knowledge of how children learn and develop, both academically and socially and emotionally, within the primary phase, and an understanding of how to support this.	Understanding of how social, emotional and mental health is intrinsic to, and impacts, learning.	APP

Core Qualities	Personal Effectiveness: makes things happen; operates with resilience, flexibility and integrity.		INT
	Communication: shares and listens to information, opinions and ideas, using a range of effective approaches.		INT
	Self Awareness: learns continuously and effectively adapts behaviour in response to feedback.		INT
	Service Delivery: understands customer needs and responds appropriately and demonstrates continuous improvement.		INT

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