

Teaching Assistant Role Profile & Job Description



A number of different job titles are used for staff supporting teaching and learning. This document refers to “teaching assistants” throughout and this includes staff based in the classroom for learning and pupil support, e.g. HLTAs, teaching assistants, special needs support staff, early years practitioners, minority ethnic pupils support staff and bilingual assistants.

The role of the teaching assistant

The primary role of the teaching assistant should be to work with teachers to raise the learning and attainment of pupils while also promoting their independence, self-esteem and social inclusion. They give assistance to pupils so that they can access the curriculum, participate in learning and experience a sense of achievement.

Teaching assistants are an integral part of the school workforce representing a substantial investment of school funding. School leaders’ decision-making about the effective deployment of teaching assistants is crucial in making a difference to pupil achievement (see Further information). Teaching assistants should act with honesty and integrity to uphold comparable standards to other education professionals, in order to make the education of pupils their first concern. By demonstrating values and behaviours consistent with their professional role, teaching assistants work with other education professionals within a common framework of expectations.

The Professional Standards:

1. Personal and professional conduct

In order for teaching assistants to provide effective support to teachers and pupils, they need to be clear about their role and responsibilities and how these fit within the wider structure of the school. In the same way as teachers, teaching assistants operate in a position of trust and are seen by pupils as role models. They should be able to maintain proper boundaries with pupils and their behaviours should reflect this responsible position.

2. Knowledge and understanding

Teaching assistants should have sufficient knowledge and skills to help teachers support pupils in achieving their maximum potential. School leaders are best placed to make judgements about the type and level of knowledge and skills that individual teaching assistants need, as this will vary according to job role. This could include: subject knowledge; specialist skills and knowledge to support pupils with special educational needs or disabilities; knowledge of the curriculum; pedagogical knowledge; behaviour management strategies.

3. Teaching and learning

An important role of a teaching assistant is to support the teacher in ensuring the best possible outcomes for all pupils. The standards in this theme recognise that teaching assistants work under the supervision of a teacher in accordance with arrangements made by the headteacher of the school. Schools should refer to the EEF guidance report (see Further information) for ‘relevant strategies to support the work of the teacher’.

4. Working with others

Teaching assistants work with other professionals, parents, carers and outside agencies as well as with pupils themselves. Although other themes require teaching assistants to work collaboratively with others, these qualities and skills were considered so important and distinctive to the role as to merit their own theme

Teaching assistants should uphold public trust in the education profession by:

- Having proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff.
- Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- Having regard for the need to safeguard pupils' well-being by following relevant statutory guidance along with school policies and practice.
- Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity.
- Committing to improve their own practice through self-evaluation and awareness.

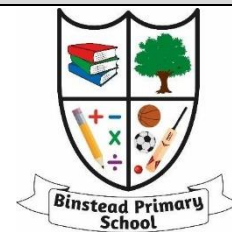
Teaching assistants are expected to:

- Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to acquire the appropriate skills, qualifications, and/or experience required for the teaching assistant role, with support from the school/employer.
- Demonstrate expertise and skills in understanding the needs of all pupils (including specialist expertise as appropriate) and know how to contribute effectively to the adaptation and delivery of support to meet individual needs.
- Demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils
- Understand their roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.
- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures.
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
- Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.
- Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with.
- Understand their responsibility to share knowledge to inform planning and decision making.
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place.

Role Title

Teaching Assistant

Binstead Primary School

**Responsibilities**

Key duties:

1. Implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to pupils' responses as appropriate
2. Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress and behaviour
3. Support the teacher in monitoring, assessing and recording pupil progress/activities
4. Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher
5. Support learning by arranging/providing resources for lessons/activities under the direction of the teacher
6. Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate
7. Share information about pupils with other staff, parents / carers, internal and external agencies, as appropriate
8. Understand and support independent learning and inclusion of all pupils as required.

Teaching Assistants in this role may also undertake some or all of the following:

1. Work with individual pupils with special educational needs
2. Work with pupils for whom English is not their first language
3. Assist in the development of individual development plans for pupils (such as Individual educational plans)
4. Support the work of volunteers and other teaching assistants in the classroom
5. Support the use of ICT in the curriculum
6. Invigilate exam and tests
7. Assist in escorting and supervising pupils on educational visits and out of school activities
8. Select, prepare and clear away classroom materials and learning areas ensuring they are available for use, including developing and presenting displays
9. Support pupils in developing and implementing their own personal and social development
10. Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence
11. Monitor and manage stock and supplies for the classroom.

Indicative knowledge, skills and experience

Knowledge and compliance with policies and procedures relevant to child protection and health and safety.

Factor	Relevant Job Information
Knowledge	Requires knowledge and procedures for supporting and leading learning activities. Requires knowledge and skills equivalent to NVQ level 2 in Supporting Teaching and Learning or have equivalent experience
Mental Skills	Resolves problems in relation to providing learning activities. May contribute to planning of activities for the session, day or week.
Interpersonal and Communication Skills	Communicates with pupils to promote learning, including assessing the impact of the communication on recipients and adjusting approach as necessary. Exchanges information with staff, parents/carers.
Physical Skills	Setting up and use of educational equipment and/or keyboard skills
Initiative & Independence	Works under the direction of the teacher. Makes decisions about own work supporting pupils; more complex decisions referred to senior staff.
Physical Demands	Combination of standing, sitting or walking
	Requirement for standing for long periods and/or working in awkward positions e.g. sitting on low chairs.