Al-Noor Primary School (VA)

619-629 Green Lane, Goodmayes, Ilford, Essex, IG3 9RP
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JOB DESCRIPTION: TEACHING ASSISTANT

Al-Noor Primary School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. Full vetting checks, including references prior to interview and a DBS check, will be undertaken.

HOURS:
15 hours (part time)

SALARY:
LBR5, SP12 -15 pro rata term time, actual £11,559 gross annual

START DATE: 1st June 2026 or 1st September 2026

TO WHOM RESPONSIBLE
Deputy Head and class teacher**.** Teaching Assistants work under the direction of class teachers over the learning of pupils assigned to them.

PURPOSE
To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. Teaching Assistants may also supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to support pupil learning and progress and support class administration. Teaching Assistants will need to respond to questions and generally assist pupils to understand learning intentions and lesson objectives and undertake set activities.

DUTIES AND RESPONSIBILITIES

Support for Pupils

- Use specialist (curricular/learning) skills/training/experience to support pupils
- Assist with the development and implementation of IEPs
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs e.g. on a one-to-one basis and with small groups of children, focusing on specific targets set by the class teacher, senior leader or SENCO.
- Provide support for vulnerable, disadvantaged or EAL pupils as directed by the teacher.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

Support for Teachers

- Work with the teacher to establish an appropriate learning environment
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- Undertake marking of pupils' work and accurately record achievement/progress
- 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
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
- Administer and assess routine tests and invigilate exams/tests
- Provide general clerical/admin. support e.g. administer coursework, produce worksheets for agreed activities, photocopy resources, prepare and/or acquire resources, collecting and counting trip monies, taking in slips, properly accounting for such, passing on such to school office, entering data into reports, contributing towards reports, preparing end of year certificates etc.
- Take termly stock-counts and produce requisition lists and assist class teacher in preparing class resource orders.
- Assist the teacher in listening to children read and changing their reading books.
- Prepare creative and educational displays of pupil work.

Support for the Curriculum

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Implement local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Help pupils to access learning activities through specialist support
- Determine the need for, prepare and maintain general and specialist equipment and resources

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

- Supervise pupils at periods before, during and after school as assigned on the appropriate rotas.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Undertake planned supervision of pupils' out of school hours learning activities
- Supervise pupils on visits, trips and out of school activities as required
- Take the attendance register, track pupil attendance and implement the school's pupil attendance policy diligently.
- Report pupil accidents to parents daily and maintain records.

General

In order to deliver services effectively, a degree of flexibility is needed, you may be required to perform work, undertake tasks or take on responsibilities not specified above but is commensurate with the level of the post. In addition you might have to take on additional tasks to fulfil the purpose of your roles as the main duties and responsibilities of the post are set out above but each individual task to be undertaken has not been identified. Such duties will fall within the scope of the post.

The work of schools changes and develops continuously which in turn requires staff to adapt and adjust. The duties and responsibilities above should not therefore be regarded as immutable but may change in line with any relevant school improvement priorities set from time to time or in response to changing regulations. Any major changes will involve discussion and consultation with you.

PERSON SPECIFICATION: TEACHING ASSISTANT

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Personal Example

- You are an excellent role model for pupils in terms of your character, behaviour and manners as well as in your enthusiasm for learning.
- You value spirituality, emotional development, morality, integrity, honesty, generosity, making positive contributions to society and working continuously for improvement.

Qualifications and Experience

- You hold a minimum of level 2 or equivalent qualifications in English and Mathematics.
- You hold further qualifications of a relevant nature at level 3 or higher.
- Applicants for a role in the school's EYFS setting should have a qualification from the DfE's EYFS Qualifications' Lists.
- You have relevant experience of supporting teaching and learning in a school setting.
- You have relevant experience of working with children of a relevant age.
- You have preferably completed training in the relevant strategies to support pupil learning in reading, writing and maths and/or in particular curriculum or learning areas.
- You preferably hold recent accreditation for appropriate first aid training.

Professional Attributes

- You support the school's aims and values with vigour.
- You are creative, energetic and enthusiastic.
- You carry out your duties in a professional manner at all times.
- You are supportive to classroom teachers and take instructions and feedback well.
- You engage in motivating and encouraging pupils at all times.
- You have a strong work ethic.
- You have a pro-active approach to continually learning and developing yourself to improve your professional practice.
- You set a good example in terms of dress, punctuality and attendance.
- You are proactive in matters relating to health and safety
- You are committed to the safeguarding of children, the protection of their welfare and well being and to the pursuit of excellent child outcomes.
- You have the ability to self-evaluate your learning needs and actively seek learning opportunities
- You relate well to children and adults.
- You work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.

Knowledge and Understanding

- You have a working knowledge of the role of and the skills expected from a higher level teaching assistant.
- You are able to make reliable judgments on pupil attainment and progress with reference to an assessment framework.
- You have high expectations for the behavioural, emotional, cognitive and learning abilities for children in your class.
- You have excellent IT and creative skills to create educational displays and resources as well as to support learning generally.
- You have a positive and compassionate approach to the behaviour management of children and are able to assist a classroom teacher in maintaining high standards of behaviour according to the behaviour management policy of Al-Noor School.
- You can use other equipment/technology confidently e.g. cameras, tablets, photocopiers.
- You have full working knowledge of relevant statutory frameworks and codes of practice and are aware of relevant legislation.
- You have a working knowledge of the National Curriculum, or if applying for a role in the EYFS, the Early Years Foundation Stage curriculum and other relevant learning programmes/strategies and their pedagogy to support children in the classroom to make sustained progress and meet challenging targets.
- You have a good understanding of the principles of child development and child learning processes.