

Role Profile: Teaching Assistant

From September 2025

Purpose

Supporting class/subject teachers in promoting and developing the learning of all or specifically identified pupils in that class/lesson. This includes the promotion of the social, academic, moral, physical and emotional development of each child in the safe, caring and stimulating environment of the school. To be a team player who is positive and proactive with good interpersonal skills and a willing approach to sharing and developing best practice.

Key Accountabilities

Teaching and Learning

- Assist in the educational and social development of pupils under the direction and guidance of the Head, Deputy Head, SENCo, Head of Lower School and/or class teachers.
- Provide support for individual pupils inside and outside the classroom to enable them to fully participate in activities.
- Support pupils in class, in small groups or on a 1:1 basis.
- Work with other professionals, such as speech and language therapists, as necessary.
- Assist class teachers with maintaining pupil records.
- Support pupils with emotional or behavioural difficulties and help develop their social skills.
- To be involved in the monitoring and evaluation of formal and informal assessment, e.g., pupil effort, progress, work standards and organisation, as directed by the teacher.
- Assist in reporting the progress of individual pupils to parents and colleagues as necessary, always respecting confidentiality.
- Support class teacher in liaising with parents at the beginning and end of the day.

Administrative Duties

- Prepare and present displays of pupils' work.
- Support class teachers in photocopying and other tasks in order to support teaching.
- Undertake other duties from time to time as the Head/ Deputy Head/SENCo/Head of Phase requires.

Standards and Quality Assurance

- Support the aims and ethos of the school in that every child is an individual.
- Set a good example in terms of dress, punctuality and attendance.
- Attend team and staff meetings as required.
- Undertake professional duties that may be reasonably assigned.
- Be proactive in matters relating to health and safety.
- Any other duties and responsibilities as may be reasonably requested.

General

- Maintain good order and promote self-discipline among pupils, with a view to their well-being and safety.
- To help maintain the children's personal hygiene and well-being which may involve dealing appropriately with sickness and injury. This involves knowledge of medical issues pertinent to the children.
- Maintain appropriate level of liaison with the local community.
- Attendance at staff meetings, INSET days and 'Twilight' training sessions.
- To participate in CPD and other training to enhance practice, also specifically in relation to intervention programmes. After guidance from the Head of Learning Support (SENCo) and class/subject teacher, take responsibility for implementing those interventions with identified children. This will include planning, teaching and assessment of small group activities plus appropriate record keeping.
- To be involved in the supervision of individual children, groups or the whole class as appropriate and necessary.
- Demonstrate appropriate behavioural management strategies.
- To undertake such additional duties as might be reasonably requested by the Head or other authorised person. This may involve occasional involvement in administrative support such as involvement in office duties.

Shared Responsibilities

All members of staff have shared responsibility to comply with all policies and procedures and most importantly those relating to Safeguarding, Safer Recruitment, Child Protection, Data Protection, Human Resource issues and Health and Safety.

Safeguarding Responsibilities

- To comply with safeguarding policies, procedures and code of conduct
- To demonstrate a personal commitment to safeguarding and student/colleague wellbeing
- To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy
- To engage in safeguarding training when required

Person Specification

Experience

- Experience working with children in EYFS, KS1 and KS2.

Qualifications/Training

- Very good numeracy/literacy skills.
- NVQ 3 for Teaching Assistants or equivalent qualification or experience.
- Recognised Level 3 Childcare qualification, desirable.
- Experience of working with children with additional needs, i.e., literacy/maths difficulties, ADHD, ASD, Speech and Language difficulties, EAL
- SEND training, e.g., dyslexia, ASD, Speech and Language Therapy, Lego Therapy (desirable but not essential).
- Appropriate first aid training (desirable but not essential as training will be provided)

Knowledge/Skills

- Can use ICT effectively to support learning.
- Use of other equipment technology, e.g., IWB, photocopier, laminator. Training can be provided on specific models.
- Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.
- Working knowledge of National Curriculum and other relevant learning programmes/strategies.
- Understanding of principles of child development and learning processes.
- Ability to self-evaluate learning needs and actively seek learning opportunities.
- Ability to relate well to children and adults.
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.

Key Stakeholders:

Internal – School Staff and Pupils

External – Parents

The Key Accountabilities listed above are not exhaustive and may be varied from time to time as dictated by the changing needs of Cognita. In this case, any significant changes or variations will be consulted with the post holder before undertaking these responsibilities.

To be signed and dated by employee:

Signed:

Name (print):

Date: