



# Riversdale Primary School

## Job Advert

<b>School Address:</b>	Riversdale Primary School 302A Merton Road Southfields London SW18 5JP
<b>Headteacher:</b>	Amy Roberts
<b>Role:</b>	Teaching Assistant for ASD Base

<b>Our school:</b>	<ul style="list-style-type: none"><li>• has excellent and supportive middle and senior leaders</li><li>• is committed to supporting continuous professional development</li><li>• has a team of staff that is recognised for its enthusiastic, friendly and rigorous approach to teaching and learning</li><li>• has children who thrive in a creative and challenging atmosphere</li><li>• has parents and carers who are supportive and ambitious for their children</li></ul>
<b>We are looking for:</b>	<ul style="list-style-type: none"><li>• a successful teaching assistant who is able to raise and sustain high standards</li><li>• someone who has excellent interpersonal skills with pupils, staff and parents</li><li>• a teaching assistant who is able to enthuse and inspire children</li><li>• somebody who can contribute to a dynamic and hardworking team</li></ul>

Visits to the school are strongly encouraged. Please contact the school office on (020) 8874 6904 to arrange a convenient date and time.

**Closing date: Completed applications should be returned by email to [head@riversdale.wandsworth.sch.uk](mailto:head@riversdale.wandsworth.sch.uk) by 20<sup>th</sup> October 2021 at midday.**

**Candidates must be available for an interview on 22<sup>nd</sup> October 2021**

Riversdale Primary School is an equal opportunities employer and committed to the protection and safety of its students and therefore this post will be subject to an Enhanced Disclosure and Barring Service check.

**Person Specification: Key Criteria in addition to the statements in the advert**

	<b>ESSENTIAL</b>
<b>Experience and qualifications</b>	<ul style="list-style-type: none"> <li>• Good standard of education, (GCSE grade C and above) including English &amp; Mathematics</li> <li>• Experience of working with people with special or additional needs</li> <li>• Experience of working in a school and/or with young people</li> </ul>
<b>Knowledge &amp; Skills</b>	<ul style="list-style-type: none"> <li>• An excellent professional role model (e.g. maintaining an excellent personal attendance &amp; punctuality record)</li> <li>• Highly organised and good attention to detail</li> <li>• High expectations of self and others</li> <li>• Confidence to hold firm with parents, staff and pupils when challenged to maintain school standards</li> <li>• Ability to effect improvement</li> <li>• Ability to solve problems</li> <li>• Ability to manage time efficiently, prioritise work</li> <li>• Ability to work independently and with others</li> <li>• Ability to communicate clearly</li> <li>• Excellent interpersonal skills with adults and children</li> <li>• Good ICT, clerical &amp; administration skills (e.g. word processing, report production, etc.) and a willingness to learn more.</li> <li>• Ability to meet deadlines</li> <li>• Ability to use initiative</li> </ul>
<b>Equal Opportunities</b>	<ul style="list-style-type: none"> <li>• An understanding of and commitment to Equality of Opportunity for all</li> <li>• Commitment with the aims and objectives of comprehensive &amp; community education</li> <li>• A commitment to improving standards for all (e.g. by improving levels of attendance and punctuality of pupils)</li> </ul>
<b>Values &amp; Disposition</b>	<ul style="list-style-type: none"> <li>• Confidential &amp; discrete</li> <li>• Calm and supportive manner</li> <li>• Positive attitude</li> <li>• Assertive and confident</li> <li>• An effective team worker</li> <li>• Excellent attendance and punctuality</li> <li>• High stamina</li> <li>• Reliable and trustworthy</li> <li>• Flexible and adaptable</li> <li>• Resilient</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Evidence of personal development, training and qualifications</li> <li>• Willingness to take part in all relevant training and a commitment to one's own professional development</li> <li>• The calibre to become an outstanding member of staff</li> <li>• The ability to plan support and/or training for others</li> <li>• The capacity and enthusiasm to learn and continuously improve</li> </ul>
<b>Other</b>	<p>An excellent track record demonstrating:</p> <ul style="list-style-type: none"> <li>• Success in what you have done</li> <li>• A spotless record, free from attendance, capability, disciplinary or grievance issues or warnings</li> </ul>

## Job Description

<b>Post Title:</b>	Teaching Assistant (ASD Base)
<b>Scale:</b>	Scale 1, SCP 8-9
<b>Line Manager:</b>	Class Teacher / Deputy Headteacher
<b>Main purpose of the job:</b>	<ul style="list-style-type: none"> <li>• To work in accordance with the Professional Standards for Teaching Assistants (copy attached)</li> <li>• To work under the guidance of the class teacher to implement agreed work programmes with individuals or groups of pupils to promote effective teaching and learning</li> <li>• To provide general support to the class teacher in the management and organising of the pupils and the classroom</li> <li>• To assist the teacher in creating and maintaining a purposeful, orderly and supportive learning environment</li> <li>• To promote the inclusion of all pupils</li> <li>• To contribute to the safeguarding and protection of all pupils</li> </ul>
<b>Main responsibilities and tasks:</b>	<ul style="list-style-type: none"> <li>• Within a framework of supervision, to deliver agreed learning activities/teaching programmes to individuals or groups of pupils, or to the whole class. Some activities/programmes will require developed knowledge/skills to be applied, e.g. in setting differentiated work according to individual needs or working on specialist programmes.</li> <li>• To support the use of ICT in learning activities and develop pupils' competence and independence in its use.</li> <li>• To prepare and maintain appropriate learning aids, materials and equipment and assist the pupils in their use. To make or adapt resources (e.g. worksheets or sight cards) to enable the pupil(s) to access the learning activity at their appropriate level of understanding.</li> <li>• As required to prepare the classroom for lessons, ensuring that resources are available and cleared away at the end of the lesson as appropriate.</li> <li>• To work on classroom displays following consultation with the teacher.</li> <li>• To monitor and evaluate pupils' responses to learning activities and progress towards targets, record achievement and feedback to the teacher and/or other professionals as required. This may include assistance with the development and implementation of IEPs and other programmes as appropriate.</li> <li>• To administer and mark tests and basic homework as required by the class teacher.</li> <li>• To maintain an awareness of pupil problems and report these to the class teacher as required.</li> <li>• To encourage pupils to interact with others and engage in activities led by the teacher.</li> <li>• To provide support for pupils' emotional and social needs by encouraging and modelling positive behaviour, in line with the School's Behaviour Policy, and demonstrating high expectations of work and behaviour at all times.</li> <li>• To work with the teacher in the planning of work and activities as appropriate.</li> <li>• To provide general clerical support to the teacher e.g. photocopying, laminating, filing, etc. as required.</li> <li>• To assist with the general pastoral care of the pupils, including helping pupils who are sick, distressed or injured.</li> <li>• To 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.</li> <li>• To assist with the supervision of pupils out of lesson time, as necessary for their safety.</li> <li>• To accompany teaching staff and pupils on visits, trips and out of school activities as required.</li> <li>• To attend relevant meetings and participate in training opportunities and professional performance development as required.</li> <li>• To undertake any broadly analogous duties.</li> </ul>

## Teaching Assistant Standards

Teaching Assistants make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teaching Assistants act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as TA's up to date and are self-critical; forge positive professional relationships and work with parents in the best interest of their pupils.

### PART ONE: TEACHING

A Teaching Assistant must:

#### 1. Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils which is rooted in mutual respect.
- Have high expectations and set goals where appropriate which stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### 2. Promote good progress and outcomes by pupils

- Contribute to pupils' attainment, progress and outcomes.
- Plan learning activities to build on pupils' capabilities and prior knowledge.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourage pupils to take a responsibility and conscientious attitude to their own work and study.

#### 3. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings.
- Demonstrate an understanding of developments in the subject and curriculum areas and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### 4. Supporting the teaching of well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and the intellectual curiosity of the children.
- Set homework and plan out of class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of sessions and approaches to own teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### 5. Adapt teaching support to respond to the strengths and needs of pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these.

- Demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; to be able to use and evaluate distinctive teaching approaches to engage and support them.#

#### **6. Make accurate and productive use of assessment**

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of assessment to secure pupils' progress.
- Use relevant data to monitor progress, set targets and plan subsequent lessons in consultation with the class teacher.
- Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback.

#### **7. Manage behaviour effectively to ensure a good and safe learning environment**

- Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the School's Behaviour Policy.
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage and support classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.

#### **8. Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Take responsibility for improving practice through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regards to pupils' achievements and their well-being.