

Approved by	TVI Board / LBBD HR	Policy owner	Headteacher
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Purpose

This document provides a clear and consistent description of the Teaching Assistant role at Scale 3, its responsibilities and expectations, supporting effective recruitment, induction, performance management and professional development.

Responsible to: Headteacher; line-managed by the designated teacher or leader

1. Main Purpose of the Role

- To work as part of the school team to help every child and family achieve their best, recognising that children have one chance at childhood and one chance at their infant education.
- To support high-quality teaching, learning, care, inclusion and wellbeing so that pupils participate fully, develop independence and make strong progress.
- To work under the leadership and direction of teachers and school leaders, within the responsibilities of this role and the postholder's training and competence.
- To build warm, consistent and professional relationships with children, families and colleagues, reflecting the distinctive ethos and high expectations of Thames View Infants.

2. Deployment and Scope

- This is an interchangeable role. According to pupil and service need, the postholder may be deployed across different mainstream classrooms or to support pupils with SEND, including pupils with complex or high needs and/or social, emotional and mental health needs (SEMH).
- Deployment may involve supporting an individual pupil, a group or a class, indoors or outdoors and across the wider school environment, provided that duties remain within the responsibilities of this role, agreed arrangements, training and competence.
- The postholder will work flexibly across classes, year groups, teams and agreed activities. The needs, safety and education of children and the effective operation of the school come first.

3. Thames View Infants Ethos & Professional Culture

- Contribute to a hardworking, caring, child-centred and inclusive school in which staff support one another, maintain high expectations and continually seek to improve.
- Listen properly to children: give them full attention, allow them time to think and respond, use open questions, and avoid talking over them or discussing them as though they are not present.
- Use Talk4Learning approaches throughout the school day, modelling rich and accurate language and treating every interaction as an opportunity to develop children's language, thinking and communication.
- Bring positive energy, warmth, resilience and emotional availability to the role; seek support early when needed and contribute constructively to the working environment.
- Be honest, transparent and accountable. Ask when unsure, communicate mistakes, concerns or near-misses promptly, act on advice and do not conceal matters that leaders need to know.
- Approach reasonable requests with a cooperative, flexible and solution-focused attitude, taking pride in the school and contributing to its wider life and reputation.

4. Supporting Learning & Teaching

- Prepare, organise, use and return learning resources and equipment safely and efficiently; identify shortages, damage or risks promptly.
- Help establish a calm, purposeful, language-rich and inclusive learning environment in which pupils know what to do and are supported to try their best.
- Clarify learning objectives, success criteria, expected outcomes and the support required with the teacher before undertaking learning activities.
- Model learning accurately, explain tasks clearly, use appropriate questioning and scaffolding, and promote pupils' confidence, independence and engagement rather than creating unnecessary dependence.
- Maintain sufficiently secure subject and curriculum knowledge to support the children effectively. This includes the phonics, reading, spelling, vocabulary, grammar, punctuation, mathematics and other knowledge being taught.
- Model the school's agreed handwriting style accurately and support children to develop correct letter formation, pencil control, presentation and handwriting habits.
- Mark or check pupils' work when directed and in accordance with school policy; give timely, accurate and age-appropriate oral or written feedback that helps children understand what they have done well and what to do next.
- Observe pupils' learning, participation and response; maintain concise, accurate records and provide relevant feedback to the teacher so that teaching and support can be adjusted.
- Contribute to displays and the presentation of children's work where required, ensuring that work is valued and the environment supports learning.

5. Supporting Pupils' Wellbeing, Inclusion and Behaviour

- Build warm, reliable and appropriately boundaried relationships so that children feel safe, heard, valued and ready to learn.
- Promote inclusion and participation for all pupils, including those with SEND, disabilities, SEMH needs, communication needs, medical needs, English as an additional language or other barriers to learning.
- Support emotional literacy, co-regulation and self-regulation using the school's agreed language and approaches.
- Promote positive behaviour through connection, calm consistency, positive language, limited choices, restorative and solution-focused conversations, and the school's two core expectations: do what you should be doing and always try your best.
- Recognise changes in presentation, wellbeing, communication, attendance, engagement or behaviour and report concerns promptly to the appropriate teacher, leader, Inclusion Team or safeguarding lead.
- Follow individual behaviour, regulation, risk-reduction or positive-handling plans. Do not attempt physical intervention unless it is necessary, lawful, consistent with school policy and within the postholder's training.
- Seek help early.

6. SEND & Personalised Support

- Work inclusively and have regard to the [SEND Code of Practice](#), the school's SEND Policy and the graduated approach of assess, plan, do and review.
- Implement agreed provision within Education, Health and Care Plans (EHCPs), SEN Support arrangements, GEPs/IEPs, personalised learning plans, communication plans, care plans and other relevant plans, as directed and within competence.
- Use agreed reasonable adjustments, visual supports, communication approaches, sensory strategies and specialist resources consistently, while promoting dignity, independence and participation.
- Record and communicate factual observations about progress, barriers, regulation, engagement and response to provision, contributing information to reviews as requested.
- Work collaboratively with the SENDCo/Inclusion Team and, as directed, with parents/carers and external professionals such as Speech and Language Therapists, Educational Psychologists, health professionals and other support services.

- Undertake relevant training and implement agreed therapeutic, speech and language, physical or other specialist programmes only within the postholder's training, competence and the written guidance provided.

7. Safeguarding & Child Protection

- Safeguarding and promoting children's welfare is everyone's responsibility. Maintain a child-centred approach and act at all times in the child's best interests.
- Read, understand and follow the current version of [Keeping Children Safe in Education](#), as required for the role, together with the school's Child Protection Policy, Staff Code of Conduct, whistleblowing procedures and related safeguarding guidance.
- Attend safeguarding induction and required refresher training; remain alert to signs of abuse, neglect, exploitation, child-on-child harm, online harm, radicalisation and other safeguarding risks.
- Listen carefully to disclosures, do not promise confidentiality or investigate, make an accurate and timely record, and report every concern immediately through the school's agreed procedure to the Designated Safeguarding Lead or deputy.
- Report concerns about the conduct of adults, including low-level concerns and allegations, using the school's safeguarding and whistleblowing procedures. Never assume that somebody else has passed information on.
- Maintain safe professional boundaries, use only school-approved methods to communicate with pupils and families, and follow the school's rules on phones, photography, social media, online conduct and acceptable use.

8. Personal Care, Continence & Intimate care

- Provide toilet training, continence support and related personal or intimate care where required as an integral part of the role, following the child's agreed plan and the school's Intimate Care Policy.
- Protect the child's dignity, privacy, comfort, voice and wellbeing; encourage the greatest possible independence and explain care in an age-appropriate manner.
- Follow agreed hygiene, infection-control, safe-working, recording and communication procedures, including arrangements for soiling incidents and informing families.
- Undertake intimate care only after appropriate induction or training and within competence; report concerns, changes in need, injuries, marks, disclosures or difficulties immediately through the correct safeguarding route.

9. Health, Safety & Medical Support

- Follow the school's Health and Safety Policy, risk assessments, emergency, evacuation and lockdown procedures, accident-reporting arrangements and instructions for educational visits and site safety.
- Take all reasonable care of pupils, colleagues, visitors, equipment and the learning environment; identify and report hazards, defects, accidents, near-misses or unsafe practice promptly.
- Support pupils with agreed medical, feeding, mobility, manual-handling, physical or therapy needs only where required, appropriately trained and assessed as competent, and in accordance with the child's plan and school policy.
- Provide first aid or administer and record medicines only where authorised, trained and acting in accordance with the school's procedures; obtain appropriate help without delay when a child is unwell or injured.
- Provide clear, factual accounts of incidents and ensure that information is passed promptly to the staff responsible for communicating with families.

10. Working with Parents, Carers and External Professionals

- Treat parents and carers as partners, approaching every family with kindness, empathy, respect and without judgement or assumptions about circumstances that may not be visible.
- Communicate professionally, clearly, courteously, promptly and in a solution-focused way. Share positive information as well as concerns, within the responsibilities of the role and agreed school arrangements.

- Maintain professional neutrality and boundaries inside and outside school. If approached about school matters informally or through personal channels, direct the parent/carer to the appropriate school route.
- Work constructively with colleagues and, when directed, external professionals; share relevant information through approved channels and contribute accurate observations to meetings and reviews.

11. Communication, Confidentiality & Professional Conduct

- Communicate openly, honestly and appropriately. Raise concerns, problems, uncertainty, mistakes and near-misses early so that they can be addressed; do not sit on important information.
- Protect confidential and personal information. Share it only with those who have a legitimate need to know and through approved professional channels, with safeguarding information always passed on in accordance with procedure.
- Avoid gossip, speculation, workplace cliques and discussions that undermine trust, relationships or professional reputations.
- Maintain courtesy, integrity, discretion and professional boundaries in person, in writing and online. Nothing about the school, its pupils, families or confidential business should be discussed on social media or in unofficial messaging groups.
- Read school communications, including email and the Weekly Diary, regularly; act on relevant information and notify leaders promptly where information appears missing or incorrect.

12. Records, Data Protection & Digital Learning

- Complete records accurately, objectively, legibly and promptly, using the detail and format required by the teacher, school policy or relevant plan.
- Store, access and share pupil and staff information securely in accordance with UK data-protection law, school policy and the principle that information is available only to those who need it.
- Use school devices, systems, digital learning platforms, classroom technology and approved communication tools confidently, safely and appropriately; seek training where needed.
- Support pupils to use technology safely and purposefully, follow online-safety and acceptable-use procedures, and report concerns or security incidents immediately.
- Take care of school equipment and report loss, damage, defects, data breaches or access problems promptly through the correct route.

13. Supervision & After-School Clubs

- Supervise pupils, including a class or group for short, agreed periods, as directed and within the responsibilities of this role. Maintain safety, routines, engagement and behaviour, and seek support promptly when required.
- Lead or support after-school clubs where contractually required or by prior agreement and authorisation, following the school's safeguarding, first-aid, medical, collection, security and communication procedures.
- Deliver clubs to a **strong standard**: safe, punctual, well-organised, inclusive, purposeful and engaging; appropriately planned and resourced for infant-age pupils; responsive to individual needs; and completed with accurate registers, safe handover and prompt reporting of any concern or incident.

14. Spoken English: Statutory Fluency Duty

- This is a public-facing role. The postholder must have a command of spoken English sufficient for the effective performance of the role and be able to fulfil its spoken aspects clearly and effectively, including communicating with young children, parents/carers, colleagues, visitors and external professionals.
- The required standard is proportionate to the role and includes listening and responding appropriately, explaining learning and care clearly, and using accurate sentence structures and vocabulary suited to the situation without a great deal of hesitation.
- The requirement concerns spoken-language proficiency. It does not concern a regional or international accent, dialect, speech impediment, manner or tone of communication, origin or nationality. The school will apply the requirement fairly and transparently, consistently with the Equality Act 2010 and its duty to make reasonable adjustments.

- The fluency duty does not require staff to speak only English. Other language skills may be used where helpful and appropriate to communicate with children or families, while safeguarding, confidentiality and school procedures continue to apply.

This section reflects [section 77 of the Immigration Act 2016](#) and the official [Code of Practice on the English Language Requirements for Public Sector Workers](#), particularly paragraphs 1.1, 1.5, 2.2–2.11 and 5.2–5.5.

15. Professional Development & General Responsibilities

- Participate fully in induction, probation where applicable, appraisal, supervision, mandatory training, meetings and professional development required for the role.
- Reflect on practice, respond constructively to “advice in the moment”, apply feedback and take responsibility for maintaining the knowledge, skills and competence required.
- Work collaboratively, support colleagues consistently and share information needed for safe, effective handover and continuity of provision.
- Promote equality, diversity, inclusion, British Values and mutual respect; challenge discriminatory language or conduct and follow the school’s equality policies.
- Undertake other reasonable and appropriate duties requested by the Headteacher or delegated leader, provided that they are consistent with the general character and grade of the post and the postholder’s training and competence.

16. Scale 3 Role Expectations

Role level

- Work under the direction and guidance of a teacher or designated leader, using agreed plans, resources, routines and procedures.
- Exercise appropriate day-to-day judgement within clear instructions and seek clarification or support when needs, risks or circumstances fall outside them.
- Work towards or demonstrate relevant knowledge and skills at a level appropriate to the post through qualification, experience, induction and training.

Learning, Teaching, Groups and Interventions

- Lead individual or small-group support and undertake interventions where the programme, learning objective, sequence, resources and recording arrangements have been prepared or agreed in advance by a teacher, the SENDCo/Inclusion Team or another authorised professional.
- Follow the prepared approach consistently, make minor responsive adjustments within the guidance provided, and report progress, misconceptions, difficulties or concerns to the teacher.
- Support learning across the curriculum, including phonics, early reading, writing, grammar, handwriting and mathematics, using accurate subject knowledge and the school’s agreed methods.
- Mark or check work and provide feedback as directed, without assuming the teacher’s responsibility for planning, overall assessment or curriculum decisions.

Supervision and Wider Contribution

- Supervise children or a class for short, agreed periods as directed, maintaining established activities, routines, safety and behaviour and obtaining support when needed.
- Lead or support an after-school club where contractually required or by prior agreement, delivering it to the strong standard defined in section 13 of this job description.
- The Scale 3 role does not normally include planned responsibility for teaching a whole class for pre-determined or regular timetabled periods.