

Job Description

Year 5/6 Teaching Assistant Maths and English

MATHS

- Work closely with Maths Teacher
- At beginning of every topic, identify those who are finding strategies challenging and those who need stretching. Share and consult with teacher
- Give 1:1 extra support on white board during teacher's input, if appropriate
- During activity/worksheet, either work 1:1 or with a small group. Differentiate, use concrete methods and approach tasks holistically
- Mark and feed back to teacher
- Differentiate homework if appropriate, based on support already given
- Mark work for whole class. Explain and support if necessary. Move students to different level if appropriate and feed back to teacher
- Monitor weekly mental challenge sheets. teacher identifies an area to focus on for each student. I work 1:1 with each student and explain method/strategies
- Record and report back to teacher if students are finding similar topics challenging so teacher can go through with class
- Check times table and number bond challenges in back of books. Tick off so that teacher can see when they are attained
- During four rules sheet activity, monitor and identify any challenges, giving explanation and support
- Monitor focus students identified by teacher. These may include middle tier students
- Note interactions from previous lessons and the areas of focus required for each students. Monitor progress
- Review test results with teacher. Evaluate support and adjust if appropriate
- Always be positive! Lots of praise, and communication with teacher is key

ENGLISH

Spelling - Year 6 (Teach lower group in both classes for Spelling)

- Teacher emails list of spellings in advance of lesson
- Prepare any appropriate additional support resources
- Start lesson with test from previous week's spellings. Add one meaning from list

When teaching new spellings:

- Students to identify letter blend/patterns/prefixes/suffixes
- Highlight blends and patterns in list
- Each student takes it in turn to read spelling
- Use syllables (clap them) and write down number of syllables
- Discuss any root words and underline double consonants
- Identify any silent letters and other letter blends

- If prefix/suffix, encourage students to learn these separately from the rest of the word, thus simplifying the spelling
- Discuss meanings. Put words in sentence verbally. Write note on sheet to remind of meaning to help with homework
- Constant reminders about comprehension and importance of understanding the words. Link to Grammar Hammers
- Use grammatical language when possible and link back to main Grammar lesson
- Be super positive with all students!
- Repeat this in Support Spelling Group at lunchtime. Strengthens learning
- Note progress and feed back to teacher
- Enter weekly marks into teacher's mark book

Grammar - Year 6

- Support teacher and work with different level of students each week (teacher to direct)
- Teach different strategies if students finding activity challenging
- Monitor and give input to Spelling Group students, making any link to spellings if appropriate
- Feedback to teacher

Please note this is the current requirement, however the successful candidate will be prepared to work with flexibility across the school.

This role may also include some cover and lunchtime supervision, when required.