

Job Title: NCBIS MFL Teaching Assistant (Arabic), Primary Department

Employed by: NCBIS to support the vision, positive ethos and policies of the school

Responsible to: Primary Leadership Team, working under the direction of the Primary MFL teachers on a day-to-day basis.

Qualifications: Degree

Summary: The post holder will assist in meeting the academic, personal, social and curriculum needs of pupils and establish positive relationships with pupils.

Working hours: To be in school from 7.30am until 3.30pm (4.00pm on Monday for staff meetings) and 3.00pm (Thursday).

To attend relevant staff meetings and other professional school-related activities, including those out of working hours, as required or directed by the Head of Primary and Primary Leadership Team.

The teaching assistant at NCBIS is part of the primary team, working alongside a class teacher, the teaching assistant team, a Phase HLTA and the academic and pastoral leadership teams.

NCBIS works in partnership with parents and the school community, and the teaching assistant is a key link within this community.

NCBIS is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. NCBIS is aligned with the recommendations of the International Task Force on Child Protection, we hold ourselves to a high standard of effective recruiting practices with specific attention to child protection.

In accordance with UK Safeguarding Children and Safer Recruitment in Education legislation. Full police clearance, covering at least the previous 8 years, is necessary for all appointees for all countries lived in over this period of time.



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KEY DUTIES OF THE ROLE:

| <u>Support for the Pupils</u> | |
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| 1. | Encouraging pupils to engage in activities, interact and work cooperatively with others. |
| 2. | Undertake structured and agreed learning activities, recording achievement and progress and feeding back to the teacher. |
| 3. | Supervise and provide particular support for pupils, including those with SEN, ensuring their safety and access to learning activities. |
| 4. | Assist with the development and implementation of individual programmes. |
| 5. | Establish constructive relationships with pupils and interact with them according to individual needs. |
| 6. | Promote the inclusion and acceptance of all pupils. |
| 7. | Set challenging and demanding expectations and promote self-esteem and independence. |
| 8. | Provide feedback to pupils in relation to progress and achievements under guidance of the teacher. |
| <u>Support for the Curriculum</u> | |
| 1. | Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs. |
| 2. | Implement local and national learning strategies e.g. literacy, numeracy, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills. |
| 3. | Support the use of ICT in learning activities and develop pupils' competence and independence in its use. |
| 4. | Help pupils to access learning activities through specialist support. |
| 5. | Determine the need for, prepare and maintain general and specialist equipment and resources. |



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Support for the Teacher

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| 1. | To support with the teaching and learning of the NCBIS Primary Curriculum |
| 2. | Assisting with the display of pupils' work and the preparation of the classroom and equipment as directed for lessons and clear up afterwards. |
| 3. | Promote good pupil behaviour, dealing with incidents in line with established policy and support the teacher in managing pupil behaviour, reporting difficulties as appropriate. |
| 4. | Organisation and preparation of classroom resources in accordance with lesson plans and assist pupils in their use. |
| 5. | Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate. |
| 6. | Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against predetermined learning objectives. |
| 7. | Provide objective and accurate feedback as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence. |
| 8. | Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested. |
| 9. | Undertake marking of pupils' work and accurately record achievement/progress. |
| 10. | 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. |
| 11. | Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility, or as directed. |
| 12. | Administer and assess routine tests and invigilate tests. |
| 13. | Provide general clerical/administration, support e.g. photocopying, typing, filing, collecting money, produce work for agreed activities etc. |

General Tasks

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| 1. | Be aware of and comply with policies and procedures relating to Child Protection, Safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. |
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| 2. | Manage your time in school to achieve tasks set by teachers, the primary leadership team in a timely manner. |
| 3. | Assist with the supervision of pupils during lesson times, including before and after school and at break and lunchtimes where appropriate. |
| 4. | Contribute to the overall ethos/work/aims of the school. |
| 5. | Attend and participate in relevant meetings as required including staff meetings, workshops, team planning meetings, collaborative planning and performance development as required. |
| 6. | To assist in meeting the physical care needs of students as required. |
| 7. | Accompany teaching staff and pupils on trips and visits and other school activities as required. |
| 8. | To take responsibility for completing the school appraisal cycle documentation to support own performance enhancement |
| 9. | To undertake other duties from time to time as the class teachers/specialists and Head of Primary/Leadership Team require. |



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| <ul style="list-style-type: none">• Basic understanding of child development and learning.• Ability to self-evaluate learning needs and actively seek learning opportunities. | ✓ | ✓ |
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Reviewed by PLT: October 2024

Review Date: September 2025