

## Quinta Statement

At The Quinta we ensure that standards and high expectations are achieved through relevant CPD and a regular two way professional discussion through performance management. This is evident in the progress, achievement and attainment our pupils make during their educational journey at The Quinta.

In line with this statement we also believe that there are some expectations that should be universally attained regardless of pay and position These areas are set out below:

- promote the school ethos and growth mindset beliefs around school, rewarding positive behaviours through the school behaviour policy.
- work collaboratively to set goals that stretch and challenge pupils.
- follow all agreed policies.
- ensure the safeguarding of pupils is a priority at all time
- continue to refine and develop the use of formative assessment techniques to positively impact learning.
- adapt practice as appropriate and are open to coaching and support.
- reflect on effectiveness of own lessons and approaches to teaching

## Grade 5 Level 4 Teaching Assistant with Cover

### Main responsibilities

#### Supporting the class teacher in delivering 1:1 and group intervention as directed.

- **Assist teaching staff** in the delivery of learning activities and work programmes and undertake predetermined activities with pupils so that their intellectual and social development (including self-reliance and self-esteem) is fostered.
- **Provide feedback and evaluation** of learning activities for individuals and groups of pupils to enable the teaching staff to make informed decisions when developing their plans.
- **Lead the teaching of groups** where directed to by the teacher or subject leader / senior leader with respect to intervention in all areas of the school **unsupervised**.
- **Monitor individual pupil's progress**, achievements and development and report these to the teaching staff/line manager to inform decisions taken regarding the Individual Education Plan, Behaviour Plans and Personal Care Programmes for a pupil.
- **Liaise with parents** and carers in conjunction with the teaching staff to ensure effective communication concerning the pupils' well being.
- **Record pupil information**, as specified by the teaching staff/line manager to ensure the schools information systems are maintained.
- Attend to the personal, social and physical needs of pupils so that their **well being** is maintained.
- Prepare and maintain **learning equipment** and ensure that the classroom is kept clean and tidy.
- **Display and present the pupils' work**, under the direction of the teaching staff, so that it enhances the **classroom environment** and celebrates achievement.
- Attend staff and other meetings and participate in **staff training development work** and staff reviews as required
- Carries out basic **administrative tasks**; filing, laminating, binding, photocopying, answering the telephone.
- Carry out **playtime duties** when required / timetabled to do so.
- **Administer first aid** when required to do so and in line with relevant paediatric first aid training.
- Escort and supervise pupils during **school trips, day and residential visits** when required.
- Notwithstanding the detail in this job description, in accordance with the School's Flexibility Policy the job holder will **undertake such work as may be determined by the Headteacher/Governing Body from time to time**, up to or at a level consistent with the Main Responsibilities of the job.

#### Cover Classes at short notice with varying degrees of planning and input/support

- For example, immediately asked to move from the current intervention group at 9:15am to cover a year 6 class for the rest of the day or cover a PE lesson the following Tuesday with plans and input provided.
- Single lessons will fall under the pay of Grade 5
- Whole morning cover will be paid 1.5 hours overtime (1 hour to cover pay difference to G7, 30 mins to prepare the lessons and feedback on learning).
- Whole afternoon cover will be paid 1 hour overtime (30 min to cover pay difference to G7 and 30 mins to prepare the lessons and feedback on learning)

## Be part of a subject leadership team to:

- Support administration roles within subject teams
- Support with organising subject areas to support subject leaders eg PE store, Curriculum area and books.

Personal and professional conduct Teaching assistants should uphold public trust in the education profession by:

- Having proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff.
- Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- Having regard for the need to safeguard pupils' well-being by following relevant statutory guidance along with school policies and practice.
- Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity.
- Committing to improve their own practice through self-evaluation and awareness.

Knowledge and understanding Teaching assistants are expected to:

- Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to acquire the appropriate skills, qualifications, and/or experience required for the teaching assistant role, with support from the school/employer.
- Demonstrate expertise and skills in understanding the needs of all pupils (including specialist expertise as appropriate) and know how to contribute effectively to the adaptation and delivery of support to meet individual needs.
- Demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils.
- Understand their roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.

Teaching and learning Teaching assistants are expected to:

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures. Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
- Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.

Working with others Teaching assistants are expected to:

- Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with.
- Understand their responsibility to share knowledge to inform planning and decision making.

- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision

## Expectations when covering classes

- **Deliver whole class teaching when cover is required.**

### **Set high expectations within a lesson which inspires, motivates and challenges pupils.**

- establish a safe environment for pupils, rooted in mutual respect.
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

### **Be accountable for pupils' attainment, progress and outcomes**

- guide pupils to reflect on the progress they have made and their emerging needs
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

### **Demonstrate good subject and curriculum knowledge**

- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English.

### **Plan and teach well structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework if planned by the class teacher
- reflect systematically on the effectiveness of lessons and approaches to teaching

### **Adapt teaching to respond to the strengths and needs of all pupils**

- 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

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

- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

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

# The Quinta Primary School

- have clear rules and routines for behaviour inside 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 in line with the school behaviour policy
- manage 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.

## **Fulfil wider professional responsibilities**

- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- take responsibility for improving own teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' behaviour.