**Job Description – Faculty Learning and Progress Assistant Maths**

We are looking to appoint a passionate and inspiring Faculty Learning and Progress Assistant. You should be a committed and reliable individual willing to work within a successful, forward thinking, Inclusion and Intervention Team.  The role will involve working with a range of students including those with SEND or who may have arrived at secondary school with lower than expected levels of learning.

The successful candidate will be an enthusiastic, professional and ambitious individual who shares our ethos of supporting all learners to achieve their full potential. You should require a passion to raise aspiration and transform the learning of our students. We like to deliver measurable impacts on our student attainment, as well as their social and emotional well-being.

A high level of competency is essential. Ideally the candidate will have experience of working within education.

**Purpose of Role**

The role of Faculty Teaching Assistant is to provide specialist educational and pastoral support to the students assigned to him or her according to their educational or pastoral needs. The ideal candidate will be able to work as part of a forward thinking and dynamic team who are focussed on developing their own professional development to further support the needs of the amazing young people in our community.

**Nature and Scope**

Working as part of a faculty you be required to undertake responsibilities and duties as detailed below. You would be required to uphold the National Occupational Standards for Support Staff, full details of which are documented in the *National Occupational Standards for Supporting Teaching Learning* to be found on the Department for Education (DFE) website.

**Main Duties and Responsibilities**

The Faculty Teaching Assistant will be a member of a diverse team under the leadership and supervision of the department Curriculum Team Leader. The post holder will provide support to pupils with a range of SEND.

**Provide targeted support for students by:**

* Holding a level 3 award in supporting teaching and learning in schools (or equivalent) or be willing to work towards the qualification within 18 months.
* Participate in additional training to support students in area of agreed specialism
* Participating in targeted CPD or the completion of targeted work on Teacher Training Days.
* Maintaining up to date knowledge in line with national changes and legislation as appropriate to the specific area agreed.
* Establishing positive constructive relationships with students, staff and parents/carers.

**Particular Responsibilities**

This list is not meant to provide a narrow definition of specific responsibilities but to serve as guidance and should be seen as enabling rather than restrictive.

* Undertaking the activities with either individuals or groups of students to ensure their safety and facilitate their physical, emotional and educational development.
* Carrying out pre-determined educational activities and work programmes whilst promoting independent learning.
* Organising and participating in activities at breaks and lunchtimes.
* Encouraging acceptance and inclusion of the students with special needs.
* Promoting and reinforcing the students’ self-esteem.
* Play an active part in managing students’ behaviour, including monitoring and looking at active strategies to change behaviours.
* Contribute and adhere to the school improvement plans, aims, policies and procedures.
* Participate fully in own performance appraisal.
* Contribute effectively to the wider SEND/inclusion team.
* Ensure safeguarding and promote the welfare of students
* Being aware of school policies and procedures.
* Being aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences as appropriate.

**General**

* Work in a professional manner and with integrity and maintain confidentiality of records and information.
* Be aware of and comply with all Trust policies including in particular IT, Health and Safety and Safeguarding.
* Participate in the Trust Professional Performance Review process and undertake professional development as required.
* Adhere to all internal and external deadlines.
* Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.
* Ensure that you act according to the principles of best practice, and in accordance with the requirements of the Keeping Children Safe in Education guidance, as issued by the Department for Education.
* Be aware of and comply with all Academy policies including in particular Health and Safety and Safeguarding.
* Participate in the Academy Appraisal process and undertake professional development as required.
* Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.
* All job descriptions are subject to change as the needs of the academy changes.
* These above-mentioned duties are neither exclusive nor exhaustive, the post- holder maybe required to carry out other duties as required by the Trust.

**The Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment.  All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training.**

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| **Person Specification** | **Essential** | **Desirable** |
| Good standard of education especially with regard to literacy and numeracy skills | **✔** |  |
| GCSE English & Maths grade C or equivalent | **✔** |  |
| Relevant behaviour management training |  | **✔** |
| Level 3 award in supporting teaching and learning in schools (or a willingness to complete within 18 months | **✔** |  |
| Used to working in a busy environment | **✔** |  |
| Experience of working with young people | **✔** |  |
| Experience of daily use of IT systems | **✔** |  |
| Experience of working with students with varying emotional needs | **✔** |  |
| Experience of working in a Secondary education setting |  | **✔** |
| Ability to work with young people sensitive and positive way | **✔** |  |
| Ability to clearly communicate in person, on telephone and in writing | **✔** |  |
| Good standard of written & spoken English | **✔** |  |
| Good knowledge and experience of Microsoft packages such as Word, Excel and PowerPoint; and emails | **✔** |  |
| To be diplomatic and tactful | **✔** |  |
| Demonstrable ability to prioritise & multitask | **✔** |  |
| Good organisational & time management skills | **✔** |  |
| Knowledge and understanding of issues relating to young people | **✔** |  |
| Ability to work with changing priorities | **✔** |  |
| Knowledge and understanding of potential barriers to learning |  | **✔** |
| To be able to demonstrate empathy with young people who have a range of learning and physical needs | **✔** |  |
| Able to demonstrate a flexible approach to work | **✔** |  |
| Ability to work on own initiative or as part of a team | **✔** |  |
| Confident, polite and friendly manner | **✔** |  |
| Willingness to participate in CPD and undertake training | **✔** |  |
| Previous experience of working in a team environment | **✔** |  |
| Ability to react positively in challenging situations | **✔** |  |