JOB DESCRIPTION

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| JOB TITLE | Graduate Teaching Assistant (Teaching Allocation) |
| PUBLICATION DATE | April 2021 |
| POSTHOLDER’S SIGNATURE |  |
| AUTHORISING OFFICER’S SIGNATURE |  |
| REVIEWER | Anna Mapley – Lead Practitioner Science |
| REVIEW DATE | March 2022 |
| STATUS | Active |
| SALARY | UQ 1 |

**BASIC JOB PURPOSE**

* To undertake a specialist role working collaboratively with teaching staff and other support staff to enhance the development and education of students.
* To meet the specific needs of individual students, or a small group of students, as directed by teaching staff.
* To meet the specific needs of individual students, in line with their statement of Special Educational Needs.
* To take complete responsibility for the teaching of one class, carrying out the professional duties of a teacher as circumstances may require and in accordance with the schools polices and the national teaching standards 2013.

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| **Reporting to:** | Head of Department & Lead Practitioner |
| **Responsible for:** | n/a |

**MAIN RESPONSIBILITIES (in SEND)**

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| **1** | Prepare, plan and implement individual and group learning activities and intervention programmes across the whole school. |
| **2** | Differentiate tasks as appropriate for individuals or groups of children with varied abilities and special needs. |
| **3** | Manage the behaviour of students whilst they are undertaking their work to ensure a constructive environment, and pre-empt/deal with situations arising in accordance with school policies and procedures. |
| **4** | Evaluate students' responses throughout learning activities, determining what each child can achieve unaided and the point of intervention for the provision of appropriate learning scaffolding. |
| **5** | Analyse, monitor and track individual student progress through a range of assessment and monitoring techniques; deliver student learning intervention/ boost sessions for identified and specific areas of weakness; provide accurate assessments and reports on development to inform the class teacher’s decisions regarding plans for students. |
| **6** | Access, maintain and update a range of student and school records to facilitate assessment of students’ progress. |
| **7** | Ensure that student’s health and safety is maintained in, around and for out of school educational visits including supervised use of subject specific tools, equipment and learning materials. |
| **8** | Supervise attendance to the student’s personal, social and physical needs by other school staff so that student’s wellbeing is maintained. |
| **9** | Prepare and maintain classroom resources so that they are readily available for use. |
| **10** | Liaise with other professional staff, parents and outside agencies to ensure effective communication concerning the maintenance of students’ wellbeing. |
| **11** | Be proactive when liaising with faculty leaders to identify gaps in student learning that will inform boost sessions |

**MAIN RESPONSIBILITIES (Teaching)**

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| **Teaching & Learning** | * Plan and prepare lessons in line with subject schemes of work, using appropriate teaching methods and resources. * Contribute to the development of Schemes of Work and Subject/Faculty/PSHE policies. * Undertake rigorous form tutoring/PSHE lessons, making planned and effective use of all teaching and tutoring time. * Ensure the effective and efficient deployment of classroom support. * Ensure students are fully prepared for external examinations. |
| **Pastoral** | * Set high expectations for students’ behaviour, establishing and maintaining a good standard of discipline * Undertake student supervisory duties and cover for absent colleagues in line with school procedures * Maintain discipline in accordance with the school Behaviour for Learning Policy. * Encourage good practice with regard to punctuality, behaviour, health & safety, standards of work and homework. * Make every reasonable effort to ensure the Home School Agreement is adhered to. * Provide guidance and advice to students on educational and social matters, especially in the role as form tutor, if applicable. |
| **Assessment** | * Assess and record each student’s progress through observation, questioning, testing and marking. * Make effective use of national, local and school data to set clear targets for students’ achievement and to monitor progress. * Meet tracking and reporting deadlines. * Contribute to subject/faculty monitoring of student assessment and keep DOLs, HOYs & Form tutors informed about student progress. * Ensure effective assessment of students for external examinations, as required. |
| **Reporting/**  **Communication** | * Ensure familiarity with reporting requirements and prepare and present informative reports for parents. * Communicate as appropriate with parents of students and external bodies concerned with student welfare. * Take part in activities such as Parents’ evenings, Review Days, Open Evenings, Faculty meetings, staff meetings and other meetings/events as required. |
| **Form Tutorship (if applicable)** | * Promote high aspirations by monitoring the academic progress of form members and their attitudes to learning. * Provide pastoral care of the form group, which supports the aims and values of the school, encouraging positive attitudes towards the Year and Hours systems. * Establish and maintain high standards of behaviour and discipline in accordance with the schools Behaviour for Learning policy; * Monitor and support academic progress, attitude to learning and the behaviour of form members, intervening when needed and communicating with parents/carers when required. * Participate in family focused events, e.g. Form Tutor Evening and New Intake Evening. |
| **Performance Appraisal** | * Participate fully in the school’s Performance Appraisal arrangements. * Review own professional development and identify training needs. * Take part in lesson observations to share good practice and as part of the school’s self-evaluation. * Act on advice and feedback given and be open to support to improve own performance. |
| **Other** | * Attend assemblies * Take registers for classes. * Provide suitable cover work in good time for planned absences. * Establish effective working relationships and set a good example through personal and professional conduct. * Any other duties requested by line manager, HOF or Headteacher/SLT link. * To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example. * To promote actively the school’s corporate policies and to comply with the school’s Health and safety policy and undertake risk assessments as appropriate. |

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| **PERSON SPECIFICATION** | | |
| **Job Title: Learning Assistant (Tutor)** | | |
| **KEY CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| **Qualifications & Experience** | * good numeracy and literacy skills * experience of basic technology, PC, internet, MS Office packages * ability to relate well to children and young people. * experience of working with, or caring for, children or young people of relevant age. * 4 GCSEs including English and Maths (or equivalent). * A university degree | * relevant experience of a learning environment |
| **Knowledge & Understanding** | * understanding of the purpose and role of learning support. * understanding of the classroom environment. * understanding of behaviours not conducive to learning and able to deal with a variety of situations. | * understanding of Safeguarding and Child Protection issues. * knowledge of First Aid. * understands the abilities of students across the school and able to provide the required level of support. |
| **Skills & Abilities** | * work as an effective team member and apply given instructions * able to apply written and verbal instructions * able to set up basic, and routinely use, equipment and resources under the instruction of the teacher * able to organise, plan and complete tasks. * initiative to support learning, with some guidance and support from the teacher * able to communicate effectively with young people and adults (parents, other staff) * high personal standards and able to provide a role model for students and staff * seek support and advice when necessary | * willingness to develop own understanding through advice and training * think clearly in emergency situations |
| **Personal Qualities** | * enjoyment in working with young people and families * an excellent record of attendance and punctuality * prioritise and manage own time effectively * commitment to personal development and learning. | * reliability, integrity and stamina * respect confidentiality |