JOB DESCRIPTION

|  |  |
| --- | --- |
| 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.

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

**MAIN RESPONSIBILITIES (in SEND)**

|  |  |
| --- | --- |
| **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)**

|  |  |
| --- | --- |
| **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.
 |

|  |
| --- |
| **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
 |