City of London Academies Trust

Job Description Template

**Post:** Graduate Teaching Assistant

**Accountable to:** Phase Lead

**Grade/Range: JE2, 01-05**

**Salary:** FTE £21815-£23427

**Working Pattern:** Monday to Friday 8.45 to 3.30

**Location:** Redriff Primary School

**Disclosure level:**

**Responsible for:** Teaching and Learning within a class and/or cross-phase

**Main Purpose**

**Key Accountabilities**

As part of the vibrant team at Redriff the successful candidate will be working closely in a collaborative team led by the Headteacher. This will involve supporting the delivery of individual learning programmes, ensuring assessment of progress is up-to-date and providing creative and stimulating learning experiences for the children. This will in turn lead to excellent rates of progress from each child’s unique starting point. The post is suitable for those pursuing a career in working with children and families and who are looking for excellent opportunities to broaden and deepen their experiences. You will have the opportunity to use creativity and innovation to support the children as they are included fully in school life at Redriff.

**The successful candidate will bring to the role of Teaching**

Pupil Support

* Use specialist (curricular/learning) skills/training/experience to support pupils
* Assist with the development and implementation of individual learning programmes
* Establish productive working relationships with pupils, acting as a role model and setting high expectations
* Support pupils consistently whilst recognising and responding to their individual needs
* Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
* Promote independence and employ strategies to recognise and reward achievement of self-reliance
* Provide feedback to pupils in relation to progress and achievement
* Supporting children’s learning and development in the whole class, small groups, one to one or other group sizes
* Supporting children with personal or intimate care as required in line with the toileting policy

Teacher Support continued

* Monitor and evaluate pupils’ responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
* Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
* Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
* Undertake marking of pupils’ work and accurately record achievement/progress
* 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
* Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
* Administer and assess routine tests and invigilate exams/tests
* Provide general clerical/admin support e.g. administer coursework, produce worksheets for agreed activities etc.

Curriculum Support

* Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
* 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
* Support the use of ICT in learning activities and develop pupils’ competence and independence in its use
* Help pupils to access learning activities through specialist support
* Determine the need for, prepare and maintain general and specialist equipment and resources

School Support

* Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
* Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
* Contribute to the overall ethos/work/aims of the school
* Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
* Attend and participate in regular meetings
* Participate in training and other learning activities as required
* Recognise own strengths and areas of expertise and use these to advise and support others
* Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
* Undertake planned supervision of pupils’ out of school hours learning activities
* Supervise pupils on visits, trips and out of school activities as required
* Set a good example in terms of dress, punctuality and attendance
* To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Southwark Safeguarding Children’s Board and the school’s safeguarding policy

**Safeguarding Children**

COLAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

**English Duty**

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

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Person Specification

**Our Values and Vision**

The City of London Academies Trust, sponsored by the City of London Corporation, aims to provide high-quality education for students and pioneer educational innovation. We are driven by the ambition to provide world-class experiences and deliver exceptional educational outcomes for the young people we serve.

All City of London schools and academies draw upon the traditions, institutions, heritage and historical successes of London to furnish each of their diverse communities with life-transforming learning experiences. In doing so, we believe that the young people we serve develop into successful, compassionate young adults, who make a positive contribution to their local, national and global communities.

Our schools are characterised by a common understanding of what makes outstanding schools, based on five key principles which are known as our 'Foundations of Excellence'​.

**Our Staff**

Our staff have high expectations, are consistent and driven to provide the best teaching and opportunities for our students. Teachers work in a well-disciplined environment where they are able to teach creative and engaging lessons, and all staff are given exciting opportunities to develop and learn from exceptional practitioners.

**Conditions of Service**

Governed by the National Agreement on Teachers’ Pay and Conditions, supplemented by local conditions as agreed by the governors.

**Special Conditions**

Due to the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

**Equal Opportunities**

The postholder will be expected to carry out all duties in the context of and in compliance with the academy Equalities policies.

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|  | **Essential** | | **Desirable** | |
| **Qualifications** | | | | |
| GCSE Maths and English minimum grade C | E | |  | |
| A level or Degree qualification | E | |  | |
| A qualification in working with children |  | | D | |
| Other qualifications relevant to supporting children with special educational needs |  | | D | |
| **Experience, Skills and Knowledge** | | | | |
| Experience working with or caring for children of a primary age | E | |  | |
| Experience working with children with special educational needs |  | | D | |
| **Personal Qualities** | | | | |
| Ability to self-evaluate learning needs and actively seek learning opportunities |  | | D | |
| Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these | E | |  | |
| An ability to be calm and patient when children are frustrated or stressed | E | |  | |
| Ability to relate well to adults and children | E | |  | |
| Ability to form and monitor appropriate relationships / personal boundaries with children | E | |  | |
| **Knowledge and Skills** | | | | |
| Good ICT skills and an ability to use these to support learning | | E | |  |
| General understanding of national/foundation stage curriculums | |  | | D |
| Basic understanding of child development and learning | | E | |  |
| An ability to undertake training in specialist programmes and implement these accordingly | | E | |  |
| **Other** | | | | |
| Commitment to safeguarding and promoting the welfare of children and young people | E | |  | |
| Willingness to undergo appropriate checks, including enhanced DBS Checks | E | |  | |
| Motivation to work with children and young people | E | |  | |
| Ability to form and maintain appropriate relationships and personal boundaries with children and young people | E | |  | |