



# Academies Trust

**Prime Objectives of the Post:**

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for the students and monitoring students and assessing, recording and reporting on students' achievement, progress and development.

Learning activities may take place in a variety of locations dependent upon the needs of the students within the provision and include school, community and home settings. Learning activities may include working in partnership with parents and other agencies to achieve learning objectives for the student and may also include advising and assisting parents/carers to effectively manage behaviours that impact on learning and progress.

**Supervisory/Managerial Responsibilities:**

Responsible for the management and development of a specialist area within the campus and line management, training and appraisal of other support staff, students on work experience, trainees and voluntary helpers with whom the post holder is working.

Parents will need to be guided and supported towards achieving learning goals for students and their families.

**Supervision and Guidance:**

Responsible to the Assistant Headteachers, but is expected to seek guidance from appropriate sources, including multi-agency partners involved in the effective running of the provision.

**Range of Decision Making:**

To make decisions using own initiative where appropriate within established working practices and procedures.

The post holder will be expected to use good common sense and initiative in all matters relating to:

- the conduct and behaviour of individual, groups of students and whole classes
- the correct use and care of materials by individual and small groups of students
- the safety, mobility (if required) personal care and wellbeing of the students.

## **Responsibility for Assets, Materials etc:**

- To maintain the confidential nature of information relating to the provision, school, its students, parents and carers.
- To be responsible for the care of all equipment and materials, within the classroom/designated area of the school in conjunction with other members of staff.
- To be responsible for the care of all equipment and materials used in the home and community settings with students and their families.
- The provision, use and storage of equipment and materials prepared by the postholder and used by the children with whom the postholder is working.

## **Contacts:**

Internal at all levels, Parents / Carers, Governors, Community Groups, Health, Social Services, Police, Local Education Authority, Contractors, External Agencies.

## **Range of Duties:**

### **1. Support for Students**

- 1.1 Carry out observations using a range of standardised assessments in collaboration with multi-agency partners, in order to assess student need and contribute to target setting, progression and tracking. Use this information to contribute to multi-agency plans including EHC plans. [Assess the needs of students and use detailed knowledge and specialist skills to support students' learning]
- 1.2 Using a range of strategies and approaches to establish productive working relationships with students, acting as a role model and setting high expectations in order to remove barriers to learning for students.
- 1.3 Promote the inclusion and acceptance of all students within the classroom and community settings
- 1.4 Encourage students to interact and work co-operatively with others and engage all students in activities, whilst respecting the range of learning needs of all students.
- 1.5 Promote independence and employ strategies to recognise and reward achievement of self-reliance
- 1.6 Provide feedback to students in relation to progress and achievement
- 1.7 Provide objective and accurate feedback to inform progress and review meetings
- 1.8 Support the learning, social, emotional and personal care needs of individual students in accordance with racial, cultural, religious linguistic and dietary needs

### **2. Support for the Teacher**

- 2.1 Organise and manage appropriate learning environment and resources
- 2.2 Provide objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence
- 2.3 Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment

- 2.4 Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence
- 2.5 Production of lesson plans, worksheet, plans etc.
- 2.6 Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate

### **3. SUPPORT FOR THE CURRICULUM**

- 3.1 Develop, deliver and evaluate a curriculum to support the development of Students personalised outcomes
- 3.2 Using a range of knowledge and strategies, deliver learning activities to students in a range of locations within agreed system of supervision, adjusting activities according to student responses/needs
- 3.3 Facilitate through close contact with families and other relevant professionals a consistency of approach between home, community and school settings. Deliver local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of students' skills
- 3.4 Use ICT effectively to support learning activities and develop students' competence and independence in its use
- 3.5 Advise on appropriate deployment and use of specialist aid/resources/equipment
- 3.6 Select and prepare resources necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds

### **4. Support for the School**

- 4.1 Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- 4.2 Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- 4.3 Contribute to the overall ethos/work/aims of the school
- 4.4 Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students
- 4.5 Attend and participate in regular meetings
- 4.6 Participate in training and other learning activities as required, including parent training and community support and outreach in order to create capacity.
- 4.7 Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class, where appropriate. Facilitate support from appropriate agencies and/or provide direct support where appropriate.
- 4.8 Deliver out of school learning activities within guidelines established by the school
- 4.9 To support, uphold and contribute to the development of the Council's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community
- 4.10 Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others

4.11 Undergo essential training as required in order to continually extend specialist knowledge and cascade to others as appropriate.

**5. Line Management Responsibilities Where Appropriate**

- 5.1 Manage/Guide other teaching assistants
- 5.2 Liaise between managers / teaching staff and teaching assistants
- 5.3 Hold regular team meetings with managed staff
- 5.4 Represent teaching assistants at teaching staff/management/other appropriate meetings
- 5.5 Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants.