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|  | **JOB DESCRIPTION** |
| **CHILDREN YOUNG PEOPLE AND FAMILIES PORTFOLIO** | This authority / school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment |
| **SCHOOL** |  |
| **POST TITLE** | **HIGHER LEVEL TEACHING ASSISTANT LEVEL 4** |
| **ROLE PROFILE** | **LD3.5** |
| **TOOLKIT JOB REF NUMBER** | **ToolkitJD-13h** |
| **GRADE** | **5 (inclusive of JWCs) Mainstream School**  **6 (inclusive of JWCs) Special School** |
| **RESPONSIBLE TO** | **Line Manager as defined in staffing structure – Assistant Headteacher (Inclusion Manager)** |
| **RESPONSIBLE FOR** | **As defined in staffing structure** |
| **HOLIDAY AND SICKNESS COVER** |  |
| **PURPOSE OF JOB** | Working within an agreed framework of supervision to complement the professional work of teachers by taking responsibility for agreed learning activities, including planning, preparation and delivery. These activities can be for individuals/groups or whole classes on a short-term basis including monitoring and assessment, recording and reporting on pupil achievement, progress and development  **Responsible for the management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training** |
| **RELEVANT QUALIFICATIONS AND EXPERIENCE** | **Meet higher level teaching assistant standards or equivalent qualification or experience**  **Excellent numeracy/literacy skills – equivalent to NVQ level 2 in English and maths**  **Training in the relevant learning strategies e.g. literacy**  **Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT** |

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| **JOB DESCRIPTION FOR POST OF:- HIGHER LEVEL TEACHING ASSISTANT LEVEL 4 with responsibility for leading the nurture group** |
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| **SPECIFIC DUTIES AND RESPONSIBILITIES** |

**The postholder must at all times carry out his/her duties and responsibilities within the spirit of City Council and School Policies and within the framework of the Education Act 2002, and School Standards and Framework Act 1998 with particular regard to the statutory responsibilities of the Governing Bodies of Schools.**

**Main Duties and Responsibilities:**

**SUPPORT FOR PUPILS:**

1. Plan and deliver a creative and stimulating Nurture Group curriculum for a small group of pupils with a range of emotional and behavioural difficulties.
2. When class based, work in close partnership with the assigned teacher(s) in the planning and delivery of curriculum tasks.
3. Communicate enthusiasm in ways that engage the pupils, fosters their motivation and willingness to learn and contributes to effective learning outcomes being achieved.
4. Contribute to the overall aims, objectives and ethos of this school and its commitment to high standards and securing school improvement.
5. Act as a responsible member of a conscientious team, fulfilling nurture group/classroom/year group responsibilities efficiently and effectively.
6. Maintain a welcoming, courteous stance when dealing with children, parents, governors, fellow members of staff and other visitors.
7. Maintain strict confidentiality, given the close contact with children and other members of the school’s staff, and that any enquiry from a parent is directed to the class teacher, or Headteacher/Deputy Headteacher, immediately without comment.

Nurture Group Leader Duties Support the Nurture Group pupils The Nurture Group Leader will be required to

\* Use a nurturing approach to promote and reinforce pupil self-esteem through praise and encouragement

\* Be sensitive to the welfare and care of the pupils emotionally

\* Develop pupils’ self-management and regulation strategies

\* Plan and deliver creative, enriching opportunities to develop emotional literacy

\* Use a range of strategies to provide a purposeful learning environment that promotes positive attitudes, values and behaviour.

\* Create displays to showcase pupils’ work.

\* Support the Assistant Head (Inclusion Leader)

\* Be prepared to liaise with the Senior Leadership Team

\* Prepare materials and activities to support the teaching and learning within the nurture group

Curriculum Teaching Assistant Duties Under the direction and supervision of the teacher(s) to whom assigned.

**SUPPORT FOR CHILDREN:**

* Develop an understanding of the particular needs of the children in the group/class being supported.
* Help the children to learn effectively as possible, both in group situations and on their own by:
  + Clarifying/explaining instructions.
  + Ensuring they can use equipment and materials provided.
  + Motivating and encouraging as required.
  + Assisting in areas where there may be weakness (e.g. language, behaviour, etc). − Helping them to concentrate and finish work.
  + Meeting needs as required yet also encouraging independence.
  + Liaising with the class teacher/Inclusion Leader about individual education plans. − Developing appropriate resources to support the child/ren.
* Help the children with all aspects of the curriculum whether individually or in small groups. \* Assist with personal care when required.

**SUPPORT THE TEACHER:**

* Participate, wherever possible, in the regular, weekly curriculum planning meetings. \* Support the promotion of all areas of the Futures Curriculum.
* Share in the preparation, planning and assessment of lessons, observing the class teacher’s instructions.
* Help supervise and sustain a complex variety of group work at times when the teacher is wanting to concentrate their attention upon a specific educational task with some pupils.
* Be adaptable with regard to working on certain sophisticated items of equipment, such as the computer.
* Assist, with the teacher (and other professionals as appropriate), in the development of suitable programmes of support for children who need learning support and in recording progress.
* Record and celebrate individual pupil progress in their IEP each time when working with the child.
* Suggest new steps to the class teacher.
* Contribute to the maintenance of the children’s progress records.
* Participate in the evaluation of school support programmes.
* Maintain accurate and succinct records about the children’s responses to particular tasks, sharing this information with the class teacher at agreed times during the school day.

**Other Classroom Duties Again under the direction of the assigned class teacher(s) deal with the following nonteaching tasks:**

* Prepare and clean materials and equipment for use within designated areas and tidy up after use.
* Arrange the furniture and resources for group work.
* Mount and display children’s work.
* Undertake photocopying, laminating, comb binding, etc
* File children’s work.
* Attend to the children’s personal needs and simple first aid; where a child is causing concern this should be reported, in the first instance, to their class teacher.

**Duties Beyond the Classroom Under the direction and supervision of the teacher(s)/Key Stage Leader carry out the following tasks:**

* Assist with activities involving children outside the classroom.
* Accompany groups of children on educational visits, after prior briefing from the teacher(s) leading the trip.
* Help with first aid at playtimes, as required.
* Help in a general way with all visitors and parents coming into the school.
* Prepare tea and coffee to duty staff at breaktimes, whenever directed.
* Support the process of whole school tracking and assessment.

**SUPPORT THE SCHOOL:**

* Liaise, advise and consult with other members of the team supporting the children when asked to do so.
* Contribute to the reviews of the children’s progress.
* Attend relevant in-service training (overtime paid where outside of the teaching assistant contract)
* Be aware of, and work in accordance with, school policies and procedures, including responsibilities for health and safety.
* Respect confidentiality issues linked to home/pupil/teacher/school work and keep confidences appropriately.

**Personal Staff Development**

* Review, from time to time, progress against agreed objectives, timetables, etc, with the Assistant Head (or Deputy Headteacher), and participate in agreed, further professional development.
* Participate in the school’s performance management scheme. 3. Communication/Contacts Polite contact and communication is expected at all times with teaching colleagues, teaching assistants, lunchtime supervisory assistants, office staff, caretaking and cleaning staff, parents and school governors.

Frequency of contact with these people will vary from day to day. Confidentiality is to be maintained at all times.

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| LINE MANAGEMENT RESPONSIBILITIES WHERE APPROPRIATE |
| 1. Manage other teaching assistants. 2. Liaise between managers/teaching staff and teaching assistants. 3. Hold regular team meetings with managed staff. 4. Represent teaching assistants at teaching staff/management/other appropriate meetings. 5. Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants. |

Any other duties and responsibilities appropriate to the grade and role

All the above duties and responsibilities to be carried out in accordance with Sheffield City Council’s Policies, Standing Orders and current legislation with an emphasis on Customer Care, Equal Opportunities, Data Protection and Health and Safety.