**Job Description**

**Post: Level 3 Assistant Teacher Rapid Progress/SEN specialism**

**Department: Pastoral**

**Grade/Salary: H4**

**Responsible to: Higher Level Teaching Assistant**

**Job Purpose**

* To work under the guidance of the Classroom Teacher, HLTA and SENCO to deliver support in learning.

**Key Accountabilities**

* To collaborate with teachers in planning and delivering programmes of teaching and learning activities for classes. The primary focus is to undertake educational activities with individuals, groups and whole classes within a framework agreed with and under the overall direction and supervision of a qualified teacher.
* To support in the delivery of the Rapid Progress Program to achieve measurable student progress

**Values & Ethos**

**Dignity – Kindness – Compassion – Courage - Endeavour**

Our values create and underpin our ethos as well as launching well rounded, good young people into society ready to cope with and excel in all that they do. Our values ensure and secure a vibrant community in which to flourish. Central also to all we do, is the encouragement and promotion of aspiration for staff, students and parents. If we all believe we can be the absolute best we can, within and outside our capabilities, then the learning process can’t go wrong.

**Values and Behaviour:**

Support Staff play a vital role in assisting teaching staff to make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. All members of staff must act with honesty and integrity; have strong knowledge within their field, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of the students in the school.

**Personal and Professional Conduct:**

The post holder should conduct themselves professionally at all times, treating pupils and staff with mutual respect, regardless of personal beliefs, in accordance with Trust policies and practices.

**Key Responsibilities**

* Plan, prepare and deliver assigned programmes of teaching and learning activities under the overall direction and supervision of a teacher to individuals, small groups and/or classes modifying and adapting activities as necessary.
* Assess, record and report on development, progress and attainment
* To take responsibility alongside the lead teacher for the Rapid Progress Program supporting with small group interventions during the school day and after school
* Provide additional small group, paired or individual support sessions after school
* To advise and train staff regarding a specialist SEN area
* Liaise with staff and other relevant professionals and provide information about pupils as appropriate
* Use teaching and learning objectives to plan, evaluate and adjust lessons/work plans as appropriate within agreed systems of supervision
* Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils’ learning
* Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate
* Develop and implement Individual Development Plans for pupils (such as Individual Educational Plans), including attendance at, and contribution to, reviews
* Support the role of parents / carers in pupils’ learning and contribute to meetings with parents / carers to provide constructive feedback on pupil progress/achievement etc
* Liaise with external agencies as required
* Provide specialist SEN or EAL support to students as required
* Any other task as appropriate to grade and as directed by HT or SENCO

**Assistant Teachers may also undertake some or all of the following:**

* Work with individual pupils with special educational needs
* Work with pupils for whom English is not their first language
* Assist in the development of individual development plans for pupils (such as Individual educational plans)
* Support the work of volunteers and other teaching assistants in the classroom
* Support the use of ICT in the curriculum
* Invigilate exams and tests
* Assist in escorting and supervising pupils on educational visits and out of school activities
* Select, prepare and clear away classroom materials and learning areas ensuring they are available for use, including developing and presenting displays
* Support pupils in developing and implementing their own personal and social development

**General responsibilities**

* To be aware of and work in accordance with the school’s child protection policies and procedures in order to safeguard and promote the welfare of children, and to raise any concerns relating to such procedures which may be noted during the course of duty.
* To produce risk assessments, user manuals or training procedures in line with the Academy’s procedures.
* To be aware of and adhere to applicable rules, regulations, legislation and procedures e.g. County Council (Equal Opportunities Policy/Code of Conduct), national legislation (Health and Safety, Data Protection).
* To maintain confidentiality of information acquired in the course of undertaking duties for the department.
* To be responsible for your own continuing self-development, undertaking training as appropriate.
* To attend and contribute to relevant management meetings within the Academy as and when.
* To up hold the ethos and standards established within the Academy and contribute to improvement at all levels.
* To undertake other duties appropriate to the grading of the post as required.

**Additional Duties**

* All staff, with the support, of the academy’s designated DSL, have a responsibility for providing and safeguarding the welfare of the children and young people.
* To be familiar with and support any health and safety procedures and ensure all duties and responsibilities are discharged in accordance with the academy’s health and safety at work policy.

**Competencies to be evidenced**

* Communication (written and verbal)
* Decision making
* Analytical thinking
* Initiative
* Team working
* Active listening
* Sensitivity
* Monitoring
* Drive and positive outlook
* Adaptability
* Managing relationships effectively
* Willingness to undertake CPD to work towards recognised qualifications

The Job Description above has been reviewed and agreed by me and is a true reflection of the role that I undertake at The Marlborough Science Academy

Signed

Employee Date

Line manager Date

**Personal Specification**

Under the specific headings below, detail the key requirements for the post-holder to be successful in the role

|  |  |  |
| --- | --- | --- |
| **Attribute** | **Essential** | **DesirableDesirable** |
| **Qualifications and training** | * Good general education- including good written and verbal communication * Good understanding of the English and Mathematics curricula for Key Stage 3 and Key Stage 4 learners * Good knowledge of ICT (inc tools for planning, research, analysis & admin) and hardware (inc digital cameras, computers, email and internet) * NQF level 2 in numeracy and literacy (or equivalent) * Gained relevant specialist level 3 NQF qualification or be working towards |  |
| **Experience** | * Autism Education Trust qualification or equivalent, preferably at tier 3 with experience of speech and language needs |  |
| **Knowledge and skills** | * Excellent communication skills and   the ability to communicate effectively   * Ability to organise and prioritise tasks effectively * Good organisational and interpersonal skills * Good understanding of statutory and non-statutory frameworks for school curriculum * Good understanding of SEN code of practice and disabilities legislation * Good knowledge of Health and wellbeing, safety and child protection * Understanding of the Schools Ethos and Values | * Awareness of Keeping Children Safe in Education * Awareness of GDPR and confidentiality |
| **Personal qualities** | * Ability to use initiative * Ability to work well under pressure * Ability to demonstrate the flexibility and “can do” attitude required in a role that is critical to the Academy |  |