
Manchester City Council

Job Description

Spanish Language Lead

Level 4 - Grade 5

Teaching and Learning

The post holder will report to the Principal and Class Teachers. Apart from other colleagues in the school, the main contacts of the job are: Principal, Teacher, teaching staff, other support staff and pupils.

Main Purpose of the Job:

Under the guidance of a teacher and Principal, take a lead role in planning, development and successful delivery of Spanish throughout School.

Deliver learning programmes and support individual pupils, small groups.

Main Duties

1. To plan, implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum in relation to Spanish for students and to support the designated curriculum/subject area as appropriate.
2. To teach students according to their educational needs, including the setting and marking of work to be carried out by the students in school.
3. To assess record and report progress, development and attainment of students and to keep such records as are required.
4. To ensure that ICT, Literacy, Numeracy and the school subject specialism(s) are reflected in the teaching/learning experience of students.
5. To undertake a designated programme of teaching.
6. To ensure a high quality learning experience for students.
7. To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the subject specification.
8. To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
9. Use specialist (curricular learning) skills/training/experience to support pupils
10. Establish good relationships with pupils, taking on role model by presenting a positive personal image and responding appropriately to individual needs
11. Promote the inclusion and acceptance of all pupils

12. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
13. Promote independence and employ strategies to recognise and reward achievement of self reliance
14. Give regular feedback on children's progress to the class teacher and file records
15. Provide feedback to pupils in relation to progress and achievement
16. Attend to children's personal needs, including minor first aid and provide advice on pastoral, social health, physical hygiene and welfare matters.
17. Prepare the classroom for lessons, including display work and clear afterwards as appropriate.
18. Give regular feedback on children's progress to the class teacher and file records
19. Contribute to the planning cycle, managing and preparing resources, evaluating and adjusting lessons/work plans as directed by the teacher
20. Be responsible for keeping and updating records, information and data, producing analysis and reports as required
21. 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
22. Undertaking marking of pupils' work and accurately record achievement/progress
23. Administer and assess routine tests and invigilate exams
24. Monitor and manage stock within an agreed budget, cataloguing resources and undertaking audits as required
25. Provide specialist advice and guidance (e.g. Art/Music) as required
26. Liaise with parents/carers, schools and establish constructive relationships and communicate with other relevant bodies to support achievement and progress of pupils
27. Contribute to the development and implementation of appropriate behaviour management strategies
28. Monitor and evaluate pupil responses to learning activities through observation and planned recording of achievement against predetermined learning objectives

Support for the Curriculum

29. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs, including assessment
30. Take a lead role in the delivery of Spanish to the development of lesson/work plans
31. Provide Curriculum / resource support and undertake programmes including those linked to local and national learning strategies
32. Support the use of ICT in learning activities and develop pupils' competence and independence in its use
33. Assist pupils to access learning activities through specialist support
34. Determine the need for, prepare and maintain general and specialist equipment and resources

Support for the School

35. Ensure strategic processes are complied with in order to overcome barriers to learning, including eg behaviour management strategies
36. Be aware of and comply with child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff
37. Accompany teachers and pupils on educational visits
38. Assist in maintaining high standards of health and safety at all times.
39. Maintain good relationships with colleagues and work together as a team.
40. Assist in the supervision of classroom and outdoor activities.
41. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
42. Contribute to the overall ethos/work/aims of the school.
43. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate

All elements of Specified Teaching Work undertaken by the postholder will be within the framework of the school's Scheme of Supervision in line with the 2003 Regulations and (amended Regulations 2007. In addition to HLTA's, the Regulations cover other groups of support staff who undertake 'specified work' at different levels.

Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. Headteachers will ensure that the support staff member has the skills, experience and expertise required to carry out ‘specified work’. Where more demanding aspects of ‘specified work are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the headteacher should have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise.

A teaching assistant Grade 5 may be called upon to provide cover for whole classes e.g. to cover short term teacher absence. During the cover periods, there will be a requirement for the teaching assistant to carry out specified work such as planning, preparation, assessment and reporting.

The Teaching Assistant must carry out his or her duties with full regard and commitment to the Governing Body and City Council Policies.

Where the postholder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.

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Person Specification

Teaching Assistant – Level 4

For this job we are looking for:

Experience of working with or caring for children of a relevant age

Numeracy/literacy skills (at a level equivalent to NQF Level 2)

NVQ level 3 for Teaching Assistants or equivalent qualification or experience

Willingness and ability to undertake HLTA Level responsibilities (refer to HLTA standards)

Willingness to participate in training, performance management and self evaluate learning needs and actively seek learning opportunities

Training in the relevant learning strategies and /or in a particular curriculum or learning area, eg. bilingual

Ability to relate well to children and adults

Ability to work as part of a team

An understanding of the role of the Teaching Assistant and other professionals working in the classroom

Ability to use relevant technology eg photocopier

Effective use of ICT to support learning

Full working knowledge and understanding of national/foundation stage curriculum and other relevant learning programmes/strategic processes and barriers to learning

Ability to organise, motivate and lead a team

Understanding of statutory frameworks relating to teaching

Full working knowledge of relevant policies/codes of practice/legislation

Understanding of the principles of child development and learning processes

Ability to self-evaluate learning needs and actively seek opportunities

Willingness to undertake first aid training as appropriate

Personal Style and Behaviour

Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work.

Self motivation and personal drive to complete tasks to the required timescales and quality standards.

The flexibility to adapt to changing workload demands and new school challenges.

Personal commitment to ensure that the provision is equally accessible and appropriate to meet the diverse needs of pupils.

Personal commitment to continuous self-development.

A commitment to school improvement.

Be willing to consent to and apply for an enhanced disclosure to a CRB (Criminal Records Bureau) check.