Midsomer Norton Schools Partnership

Frome College

Home School: **Frome College**
Job Title: **Teaching Assistant**

Salary: Grade 2, Points 4–5
Reports to: SENCO
Hours of Work: 10.00 a.m. to 5.00 p.m. Monday to Friday with a half hour unpaid lunch break (32.5 hpw), Term Time Only with INSET Days (39 working weeks per year)

Purpose

To support students to access learning, engage fully in school life and achieve their potential.

To work as part of the Pastoral Team under the direction of the SENCO, assisting teaching staff to support students and to help raise standards of achievement for all students at Frome College.

Work may be carried out in classrooms, in small groups, on a one-to-one basis and in after-school provision.

Main Responsibilities

Supporting students

- Develop an understanding of the needs of the students being supported, and build positive, constructive relationships with them.
- Support students in lessons, in small groups and one-to-one so they can take part in activities led by the teacher and improve their outcomes.
- Supervise and support students, making sure they are safe and can access learning activities.
- Clarify and explain instructions, and help students to concentrate on and complete the work set.
- Make sure students can use the equipment and materials provided.
- Support students' development in areas such as literacy, numeracy, organisation, behaviour and social skills.
- Where a student has special educational needs, work with the SENCo and teaching staff to make sure support is consistent.
- Run or support after-school provision when required.

Supporting teaching and learning

- Assist teachers in planning and delivering suitable support for students.
- Deliver structured and agreed learning activities and intervention programmes, adapting activities to students' needs.
- Prepare, adapt and maintain resources and equipment to support learning activities, as directed.
- Support the use of ICT in learning activities and develop students' competence and independence in its use.

Pastoral support and behaviour

- Promote the inclusion and acceptance of all students.
- Set high expectations and promote students' self-esteem, aspiration and independence.
- Provide pastoral support so that students feel safe, secure and ready to learn.
- Promote good behaviour, dealing promptly with conflicts and incidents in line with school policy, and encourage students to take responsibility for their own behaviour.
- Establish constructive relationships with parents/carers.

Monitoring, records and feedback

- Monitor students' responses to learning activities, administer routine tests and undertake routine marking, as necessary.

- Keep accurate records of achievement and outcomes, and contribute to student progress records.
- Give students feedback on their progress under the guidance of the teacher.
- Provide regular feedback on students' progress to the SENCO and teaching staff.
- Contribute to reviews of students' progress and to the evaluation of support programmes.

Exams and wider school support

- Support the smooth running of exams, including room set-up, invigilation and acting as a reader or scribe.
- Support the Pastoral Team with photocopying and other administrative tasks where necessary.
- Attend and take part in relevant meetings, including team meetings.
- Liaise with colleagues and, where appropriate, external agencies supporting students.

Professional responsibilities

- Follow the school's safeguarding and child protection policy, read and follow Part 1 of Keeping Children Safe in Education, and report any concerns about a child to the Designated Safeguarding Lead without delay.
- Comply with school and Trust policies and procedures, including those on health and safety, behaviour, attendance and the staff code of conduct.
- Maintain confidentiality and handle personal data in line with data protection law (UK GDPR) and Trust policy.
- Promote equality, diversity and inclusion, and treat all students, parents/carers and colleagues with dignity and respect.
- Complete all mandatory training required by the school and Trust, and take part in other relevant professional development.
- Take part in the Trust's appraisal process.
- Set a good example in dress, punctuality and attendance.
- Carry out other duties appropriate to the grade of the post, as reasonably directed by the SENCO

Facts and Figures

- Approximately 1,300 students on roll.
- Approximately 175 staff.
- The post holder will work as part of the Pastoral Team, under the direction of the SENCO

Problem Solving and Creativity

- Must be able to build good relationships with a wide range of students, including those with social and emotional needs.
- Must be well organised, patient, calm and adaptable, able to respond quickly and effectively in classroom situations and to plan a variety of responses and resources to meet individual needs.
- Must be able to recognise students' varying support needs, and either recommend suitable support or refer to the SENCO so that intervention can be arranged.

Decision Making

- Works within agreed guidelines and policies, referring complex issues to the SENCO and all safeguarding concerns to the Designated Safeguarding Lead.
- Must be willing to work flexibly, including running or supporting after-school provision when required.

Physical Effort and Working Conditions

- Classroom, small-group and one-to-one work, and after-school provision when required.
- Use of ICT to research, produce and update resources and records.
- The post does not involve personal care or moving and handling.

Contacts and Relationships

Students, parents/carers, the SENCO and other senior staff, teaching staff, pastoral staff, other teaching assistants and, where appropriate, external agencies supporting students.

General

Midsomer Norton Schools Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Barring Service (DBS) check, including a check of the children's barred list, and to other pre-employment checks in line with Keeping Children Safe in Education.

This job description sets out the main duties and responsibilities of the post at the time it was drawn up and does not describe in detail every task needed to carry them out. Duties may vary from time to time without changing the general character of the post or the level of responsibility. Such variations are a common occurrence and do not in themselves justify a review of the grading of the post. This job description will be reviewed annually and may be amended following discussion between the line manager and the post holder.

It is agreed that this job description is a fair and accurate statement of the requirements of the post.

Job holder: **Date:**

Line manager: **Date:**

Person Specification

Post: Teaching Assistant, Frome College

Assessed by: A = application form I = interview/selection activities R = references

Criteria	Essential / Desirable	Assessed by
Qualifications		
Five or more GCSEs at grade 4 (C) or above, including English and maths, or equivalent	E	A
A relevant qualification, such as a Level 2 or 3 certificate in supporting teaching and learning, or in youth work or pastoral support	D	A
Experience		
Previous experience of working with young people in a school or similar setting	D	A, I, R
Experience of working with parents/carers	D	A, I
Experience of running group activities, clubs or after-school sessions	D	A, I
Knowledge and understanding		
Understanding of how teaching assistants can support students' learning, behaviour and wellbeing	E	A, I
Understanding of safeguarding and the responsibility of all staff to keep children safe	E	I
Awareness of how special educational needs and social, emotional or mental health needs can affect learning	D	I
Skills and abilities		
Ability to build positive, Trusting relationships with young people, including those who are reluctant to engage	E	A, I, R
Ability to communicate effectively, verbally and in writing, with people at all levels, including parents/carers	E	A, I
Well organised, with the ability to keep accurate records	E	A, I
Ability to stay calm, patient and adaptable, and to manage behaviour in line with school policy	E	I, R
Ability to work as part of a team and to use own initiative within agreed guidelines	E	I, R
Competent user of ICT, including email, word processing and spreadsheets	E	A
Experience of using a school management information system (MIS)	D	A
Personal qualities		
Commitment to safeguarding and promoting the welfare of children and young people	E	A, I, R
Willingness to work with young people to support their achievement	E	A, I
Willingness to work flexibly, including after-school provision when required	E	I
Ability to maintain confidentiality and act with discretion	E	I, R
Commitment to equality, diversity and inclusion	E	I
Commitment to completing mandatory training and to own professional development	E	I