

Advert, JD & PS

TEACHING ASSISTANT (TA2)

WEST ST LEONARDS PRIMARY ACADEMY

SINGLE STATUS GRADE 3 POINTS 5-7

30 HOURS A WEEK - TERM TIME ONLY

We are seeking to appoint a highly motivated and committed Teaching Assistant to assist the learning and personal development of all pupils and to develop their skills to achieve their full potential

The successful applicant will demonstrate the ability to provide consistent, calm support and encouragement and be able to use their initiative in a variety of situations.

Previous experience of promoting learning and development in all primary key stages will be considered an advantage.

In addition, you will be required to cover lunchtime duty roles within the playground or dining hall. Manual handling and lifting may be involved.

GCSE (grade A-C) or working towards in English and Maths

The successful applicant will have high expectations for the children and will demonstrate a commitment to working as part of a team.

We have a strong friendly team of staff and are a National Talk for Writing Training Centre.

To find out about West St Leonards Primary Academy visit our website,
<http://www.weststleonardsprimaryacademy.org.uk>

If you wish to apply for this vacancy, please go to
<http://www.brightonacademiestrust.org.uk/careers/vacancies>

Closing date for applications: Monday 10th June Midday

Interviews will be held: Friday 14th June

Completed Application Forms and Equal Opportunities forms to be returned to
recruitment@wslprimaryacademy.org.uk

Candidates wishing to visit the academy – and/or have an informal chat before deciding whether or not to apply are also very welcome to do so. Visits/conversations can be organised by calling or emailing Mrs Fleri on 01424 422080 or emailing recruitment@wslprimaryacademy.org.uk

Thank you for your interest.

JOB DESCRIPTION

JOB TITLE	Teaching Assistant (TA2)
EMPLOYER	University of Brighton Academies Trust
LOCATION (Academy)	West St Leonards Primary Academy
RESPONSIBLE TO	Line Manager and Principal
MAIN PURPOSE OF THE JOB	To assist in the promoting the learning and personal development of all pupils: including but not exclusively, those with special education needs
MAIN TASKS / KEY RESPONSIBILITIES	
1	To aid pupils to learn as effectively as possible in group situations and on his/her own by clarifying and explaining instructions, ensuring the pupil(s) is able to use equipment and materials provided
2	Motivating and encouraging the pupil(s) as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs
3	Assisting in identifying areas, e.g. speech and language , behaviour, reading, spelling, maths, handwriting/presentation etc
4	Using praise, commentary assistance to encourage the pupil to concentrate and stay on task
5	Liaising with class teacher, inclusion leader and other professionals about individual learning plans (ILPs), contributing to the planning as appropriate
6	Providing additional nurture to individuals when requested by the class teacher or inclusion lead
7	Consistently and effectively implementing agreed behaviour management strategies
8	Helping to make appropriate resources to support pupil(s)
9	Meeting pupils' physical needs while encouraging independence e.g. help pupils to change for PE or swimming, clean and reassure pupils after accidental soiling of clothes, help with mobility around the school
10	Carrying out manual handling duties with children who have disabilities
11	To promote the acceptance and inclusion of the pupil(s) with SEN, encouraging pupils to interact with each other in as appropriate and acceptable manner

12	Monitoring the pupil's response to the learning activities and where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes
13	Give pupil feedback on achievements in order to reinforce and develop self-reliance and self esteem
14	To support the pupils in developing social skills both in and out of the classroom
15	To provide regular feedback on the pupil(s) learning and behaviour to the teacher/inclusion leader, including feedback on the effectiveness of the behaviour strategies adopted
16	Under the direction of the teacher to carry out and report on systematic observations of pupils to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about their stage of development
17	When working with a group of pupils, understand and use group dynamics to promote group effectiveness and support group and individual performance
18	To use the school's system for recording progress
19	To prepare work and activities in advance of the lesson (within employed hours) e.g. photocopying, laminating, making books, labels, signs and undertaking practical tasks to maintain a good standard of classroom appearance
20	To know and apply school policies on Safeguarding, Health and Safety, Behaviour, Teaching and Learning, Equal Opportunities (see UoBAT website)
21	To be aware of confidential issues linked to home/pupil/teacher/academy
22	To contribute towards reviews of pupil(s) progress as appropriate
23	To take part in training activities offered by the academy and the county to further knowledge (within employment hours)
24	to accompany teacher and pupils on educational visits
25	To comply with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment
26	To carry out the above duties in accordance with the Education department's Equal Opportunities Policy

This Job Description is correct at the time of print and gives the main responsibilities and tasks of the role. These may however be changed or added to as appropriate.

There may also be the need for staff to undertake additional duties from time to time, appropriate to the level of the post. Should these additional tasks become a frequent part of the role, the job description will be revised through consultation with the post holder.

Date: 18/03/2019

Additional Information

- This post is subject to an Enhanced Criminal Record Check
- This post is exempt from the Rehabilitation of Offenders Act (1974) – applicants must be prepared to disclose all criminal convictions and cautions including those that would otherwise be spent under the Act.

PERSON SPECIFICATION

ESSENTIAL CRITERIA

KNOWLEDGE AND EXPERIENCE

- 1.1 A good standard of literacy and numeracy skills. GCSE A-C or equivalent
- 1.2 A basic knowledge of National Curriculum requirements for the age group
- 1.3 A basic knowledge of Health and Safety requirements in a school environment
- 1.4 Knowledge of SEN

KEY SKILLS AND ABILITIES

- 2.1 Experience of establishing positive relationships with children
- 2.2 Experience of using IT to support pupils in the classroom
- 2.3 Ability to use language and other communication skills that pupils can understand and relate to
- 2.4 Ability to establish positive relationships with pupils and empathise with their needs
- 2.5 Ability to demonstrate active listening skills
- 2.6 Ability to consistently and effectively implement agreed behavior management strategies
- 2.7 Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs, encouraging the pupil to stay on task
- 2.8 Ability to monitor the pupils' response to the learning activities and where appropriate, modify or adapt the activities as agreed with the teacher to achieve then intended learning outcomes
- 2.9 Ability to carry out and report on systematic observations of pupils' knowledge, understanding and skills
- 2.10 Ability to assist in the recording of lessons and assessment as required by the teacher
- 2.11 Ability to work effectively and supportively as a member of the school team
- 2.12 Ability to work within and apply all school policies e.g. behavior management, child protection, Health & Safety, Equal Opportunities etc.

PERSONAL ATTRIBUTES

- 3.1 Willingness to participate in further training and development opportunities offered by the academy
- 3.2 Willingness to maintain confidentiality on all academy matters

DESIRABLE CRITERIA

- 1.1 NVQ Level 1 or equivalent and willingness to work towards NVQ2