**JOB ROLE: Teaching Assistant**

**PAY BAND: Band 4**

**HOURS: 31 per week/40 weeks per year**

**Standard hours: 8.15am – 2.55pm**

 **1 x 30 minute unpaid break daily**

**REPORTS TO: Assistant Head: Inclusivity**

**Curriculum Leader: Broadside Alternative Provision/SENCO**

Salterns Academy Trust is a learning community where every member of staff understands the difference that they can make to our students’ outcomes. We expect all staff to be actively involved in the personal development of our young people and to show full commitment to their own and the school’s professional development.

Salterns Academy Trust and its Governing Body are committed to safeguarding and promoting the welfare of children and young people; and they expect all staff to share this commitment.

**Key Purposes:**

To support the learning and care of students across all areas of the curriculum through appropriate interventions that empower students to be able to raise their own achievement and academic progress.

To provide Emotional Literacy interventions for individual students or small groups.

To cover the Medical Room and Inclusion Room in the absence of the Inclusion Room Manager or Medical Safeguarding Support Worker, including covering their daily 30 minute breaks.

To deliver cover lessons in the absence of the teacher.

**Accountabilities:**

1. To have at least a basic level of skill in the teaching of:
* Reading
* Numeracy techniques
* Literacy techniques
* Behaviour modification techniques (emotional literacy)
1. To have at least a basic level of understanding of how to support learning for students with sensory impairment and specific physical needs.
2. To be willing to work, providing intervention support, across all curriculum areas and in all classrooms and learning environments, on and off site, including Broadside Alternative Provision.
3. To be committed towards having a Level 2 standard of education in English and Mathematics, being skilled at using this knowledge to support students in the application of these core skills across the curriculum.
4. To ensure appropriate resources and equipment are accessible and available for students, as required.
5. To maintain and take care of stock and equipment, including periodic visual and physical safety checks, as required.
6. To be trained and able to use Evac chair as required and to support the safe evacuation of students with physical impairment.
7. To take responsibility for the welfare and hygiene of the students, including assisting in toileting, changing and cleaning, where necessary.
8. To provide physical assistance to those students with physical needs, including the carrying of equipment as required.
9. To provide specific supervision of some students with SEND during breaktimes as directed by the Assistant Head: Inclusivity or the SENCO before and after school; being prepared to offer flexibility at the start and end of the school day to meet the specific physical or medical support issues of the current cohort of students.
10. To develop, by working in close partnership with teachers and Lead Teaching Assistants, expertise in supporting the teaching of all students in lessons in their specialist subject areas.
11. To provide professional learning opportunities for all staff (especially apprentices), actively sharing their intervention expertise.
12. Assist in planning, organising and managing structured learning in their specialist subject areas (either English and Humanities or Mathematics and Science).
13. Supervise students, delivering learning activities to small groups of students, adjusting activities within the scope of lesson plans and learning outcomes in response to students’ learning.
14. Create a structured positive learning environment within the subject area being taught.
15. Provide cover for absent teachers in their specialist subject areas, leading lessons for which work has been set by the subject teacher.
16. To provide cover for Inclusion Room and Medical Room and for the Specialist Teaching Assistants in their absence (including breaks).
17. To communicate effectively and regularly with all staff, parents, outside agencies as required to ensure their awareness of your specialist provision for individual students so that the positive impact of their progress can be maximised.
18. To work in partnership with the class teacher to support the teaching and learning of all students in the class.
19. To provide unobtrusive guidance and support in lessons to enable students to find answers to questions and tasks etc, using knowledge of each student’s differing levels of development and attainment to ensure progress and continuity.
20. To attend, as required, morning team briefings and afternoon briefings.
21. To attend 6 staff/team meetings each year on Tuesdays (from 3.15 to 4.15pm). *(nb if a job share* ***both*** *job sharers are expected to attend).*
22. To contribute to the devising of plans (IEPs) as required.
23. To invigilate public and internal examinations or provide support for students with exam access arrangements when necessary.
24. To participate in professional learning (including INSET) and Appraisal, contributing to the identification of own professional development needs. *(nb if a job share* ***both*** *job sharers are expected to attend INSET).*
25. To participate in the Personal Development curriculum for our students, leading events as required.
26. To participate professionally in own line management meetings, appraisal review meetings and team meetings.
27. To promote students wellbeing by undertaking supervision of students during breaktimes as timetabled on a daily basis (first and second breaks).
28. To attend Collaborative Learning sessions on Thursdays, as published annually in the whole school diary.
29. To establish and maintain positive, professional relationships with students, staff and parents.
30. At the discretion of the Headteacher, to undertake other activities from time to time agreed to be consistent with the nature of the role.

*This job description is subject to annual review and/or change at other times in response to identified needs. It is expected that the post holder will undertake additional duties, as required, and in agreement with their line manager, to operate in a flexible environment.*

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