JOB DESCRIPTION

ROLE TITLE	Teaching Assistant
CONTRACTED HOURS	22.5 hours per week / 37 weeks
LOCATION	Laureate Community Academy
GRADE / SCALE POINT – SALARY	Grade 3 SP4-6
REPORTING TO	Headteacher

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

JOB PURPOSE

Under the direction of the teacher, who plans lessons and directs learning, the purpose of the Teaching Assistant is to:

1. Support the learning and development of pupils, both in group situations and individually, in order to have a positive
1. impact on their attainment and progress;
2. Promote pupil independence and positive behaviours for learning through a 'least help first' approach;
3. Provide support for the teacher and, through this, to pupils and to the teaching of the curriculum;
4. 4. Support pupils to develop their social skills and understanding, and to promote pupil wellbeing.

KEY TASKS & RESPONSIBILITIES

Support for Pupils
Under the teacher's direction:

1. Undertake a range of specialised tasks to develop pupil's language, literacy, numeracy and related skills, e.g. delivering targeted individual or group support in English and maths lessons;
2. 2. Apply good subject knowledge in order to support pupils to overcome barriers to learning and therefore make good progress;
3. Establish a good knowledge of pupils' backgrounds and abilities, in order to adapt learning to meet the needs of individual pupils and thereby maximise the impact of the support provided;
4. Utilise the scaffolding framework in order to ensure that high levels of independence are maintained;
5. Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities;
6. Work with individual pupils, small groups, or the whole class, some of whom may have special educational needs and/or disabilities, English as an additional language etc.;
7. Focus on the learning taking place, not task completion;
8. Use effective questioning to promote good learning;

9. Mark pupils' work as appropriate, maintaining basic records, and providing good quality verbal and written feedback to pupils which will enable them to understand their successes and the next steps in their learning;
10. Help pupils to evaluate their own learning, e.g. by returning to the learning objective;
11. Clarify and explain instructions;
12. Develop methods of motivating pupils and promoting/reinforcing their wellbeing and self-esteem;
13. Use effective behaviour management strategies consistently in line with the school's policy and procedures;
14. As appropriate, look after sick/upset pupils and attend to physical needs;
15. Support learning and development by accompanying and working with pupils outside the classroom on trips, visits and other activities.

Support for Teachers

1. Maintain good communication with the class teachers, to ensure clear understanding of tasks and responsibilities and how these will be operated in practice to promote the best outcomes for pupils;
2. Provide support for the teacher during lessons, e.g. through directed work in English, maths and other subjects, enabling access to the curriculum;
3. Deliver agreed support or intervention programmes with a high level of autonomy, under the direction of the teacher, SENDCo and/or Senior Leadership Team;
4. Complete administrative and organisational tasks (e.g. preparing lesson resources) which enable the teacher to focus on learning and teaching, and therefore have a positive impact on attainment and progress;
5. Assist the class teacher to maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources (e.g. preparation of displays);
6. Support and assist teaching staff in maintaining a purposeful, orderly and supportive environment for learning in the classroom and around the school, by actively engaging with pupils to positively promote and enforce the school's Behaviour Policy;
7. Observe pupil learning and support this learning in the light of observations;
8. Provide good quality verbal and written feedback to the teacher on the performance of pupilssupported, including barriers to learning and next steps which will inform the teacher's planning;
9. Act on the teacher's assessments to carry out further support work with pupil;
10. Maintain records of pupil needs and progress;
11. Assist teaching staff to ensure that the aims and objectives of the school are achieved, including (but not limited to) targets identified in the School Development & Improvement Plan.
12. Supervise pupils on the playground and elsewhere on the school site and premises as required as part of theschool's agreed duty rota.

Team Working

1. Attend and participate in curriculum planning meetings (after school as required);
2. Attend weekly preparedness meetings, providing quality feedback to the teacher;
3. Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them;
4. With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with;
5. Attend and contribute to SEND and appropriate review meetings, if required by the class teacher, SENDCo and/or Senior Leadership Team and, where appropriate, disseminate information to other teaching assistants;
6. Support implementation of whole school improvements under the direction of the Senior Leadership Team.

Continuing Professional Development

1. Keep up-to-date with school policies and procedures;
2. Attend relevant in-service training which is required by the role;

3. Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders (e.g.) as part of the annual appraisal cycle, and identifying relevant professional development to improve personal effectiveness;
4. Take opportunities to acquire the appropriate skills, qualifications, and/or experience required for the teachingassistant role, with support from the school/employer;

Health, Safety and Wellbeing

1. Follow Health and Safety procedures at all times, particularly with regard to pupilsafety and that of staff colleagues;
2. Refer pupils to a school first aider or the Headteacher, ensuring that the class teacher is aware;
3. Be aware of and maintain full understanding of procedures to follow in the event of an emergency;
4. Keep up-to-date with and follow, safeguarding procedures.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Actively contribute to and promote the overall ethos and values of the School and the wider Trust.

2. Participate in training and other learning activities and performance development as required.

3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.

4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.

5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

6. Undertake any other reasonable tasks and responsibilities as requested by the line manager or a member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post.

UNITY
SCHOOLS PARTNERSHIP

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
KNOWLEDGE		
Technical or Specialist	• Experience of working with pupils • Knowledge and use of a range of classroom equipment • Basic knowledge of first aid • Appropriate level of expertise, qualifications and/or experience in English and maths • Early Years teaching assistants must have a full and relevant level 3 Early Years qualification	• Broad awareness and understanding of medical conditions such as asthma, epilepsy etc. • Awareness of health and safety procedures • Experience of one to one support, where appropriate •
Literacy and Numeracy	• Ability to read and understand instructions • Ability to complete reports such as incident report forms, behaviour sheets, planning feedback etc.	
Organisational	• Knowledge of school policies and procedures • Good time management	• Good knowledge and understanding of the school's structure
MENTAL SKILLS		
Research	• Assist teacher with information gathering and resources as appropriate	
Problem Solving	• Ability to recognise and resolve or report problems	
Creative Thinking	• Assist teacher in creating a positive learning environment	
INTERPERSONAL AND COMMUNICATION		
Written and verbal	• Ability to communicate clearly • Ability to encourage participation and give feedback to pupils	
Caring Skills	• Sensitivity to pupils' needs	
Advising/guiding	• Advising and guiding pupils on the best way to handle situations, under the teacher's direction • Encouraging pupils to participate in or complete tasks • Providing basic advise to other teaching assistants • Ability to conciliate between pupils in relationship/friendship disputes	

	• Assist with the induction of new teaching assistants	
PHYSICAL		
Keyboard	• Ability to use ICT to advance pupils' learning and ability to use ICT tools for own benefit	
Manual	• Use of craft knives, glue guns etc. when displaying work or assisting pupils in practical lessons • Help pupils to use tools and equipment as required to support learning	
Level of Autonomy	• Work is covered by set policies and procedures • Able to work with small groups of pupils when carrying out specific tasks or on field trips etc. • Able to supervise larger numbers of pupils when on duty break/lunchtime • Able to make decisions on when to refer queries/problems to teaching staff or line manager	