



Framingham Earl High School

Teaching Assistant

Line Manager:	Assistant Headteacher for Inclusion inc. SENDCo
Salary:	FTE SCP 4 £24,404 – SCP 6 £25,183 Pro-Rata £11,436 - £11,802 including an allowance for holiday pay
Tenure:	Permanent, part time
Contract type:	Term Time plus one
Hours per week:	20.25 hours per week

THE POST

Framingham Earl High School is a member of the Sapientia Education Trust (SET). SET is an expanding multi-academy trust with 10 primary and 7 secondary schools.

We are looking for a hard-working and enthusiastic person with high standards and the ability to communicate and interact effectively with others as part of our school as a Teaching Assistant.

Teaching Assistants provide specific support and care for young people and work to facilitate high quality learning for all within the classroom. They support the teacher in their role and work closely with HLTAs (Higher Level Teaching Assistants) and SENDCO to support meeting key needs within the school.

Teaching Assistants are required to have an Enhanced DBS and to observe and maintain appropriate professional boundaries at all times and avoid behaviour that might be misinterpreted by others. Teaching Assistants will have a professional qualification and good standards of literacy and numeracy.

The first six months of employment shall be a probationary period and employment may be terminated by the Trust during this period at any time on one week's prior written notice. The Trust may, at its absolute discretion, extend this period for up to a further six months. During this probationary period, performance and suitability for continued employment will be monitored.

JOB SPECIFICATION

The professional competencies expected of a Teaching Assistant are:

Teaching and Learning

- Develops and uses knowledge and skills e.g. literacy, numeracy or science to contribute to student learning.
- Monitor, evaluate and records students' progress and reports this as directed by SENDCo
- Use information and communication technology to support students learning.
- Provides support to the teacher by accompanying students on off-site activities.
- Discusses with the teacher and contributes to curriculum and classroom planning – informally and at meetings.
- Works as part of a team to ensure that the wellbeing, behaviour and personal development of students enhances their learning opportunities and life skills.
- Assist in the educational and social development of all students.
- Have full relevant knowledge of students medical and physical needs and able to refer to the relevant person should a problem arise.
- Assist students in developing their resilience and independence in the classroom.

Personal Responsibilities

- To adhere to all school policies including those relating to Race Equality, Equality Opportunities, Safeguarding and Health and Safety.
- To attend training and meetings as necessary and cascade any relevant information to relevant staff and stakeholders as appropriate.
- Be an excellent role model for all members of staff and for students in all aspects of school life. To be an exemplar of all school policies and practices to include risk assessments as appropriate. To actively promote the aims of the School.
- Support, promote and comply with decisions and policies agreed by the SLT and Trustees. Undertake such tasks as the Headteacher or line manager may require e.g. support administrative work on occasions taking part in out of school activities, supporting students in another class or activity etc.

Generic Responsibilities

- Assist in supporting and monitoring students at social times.
- Develop own professional knowledge, skills and understanding through active participation at meetings and training.
- Attend weekly meetings, and occasional meetings during evening hours, as required to include annual review meetings where required.
- Make a positive contribution to all relevant areas of academy life.
- Actively organise and participate in activities connected with the school.
- Develop effective working relationships with professional colleagues.
- Safeguard Children.

A non-exhaustive list of specific responsibilities for the role is above and you will be required to undertake other duties and responsibilities as may reasonably be required.

Confidentiality

During the course of your employment you may see, hear or have access to, information on matters of a confidential nature relating to the work of the Framingham Earl High School or to the health and personal affairs of pupils and staff. Under no

circumstances should such information be divulged or passed on to any unauthorised person or organisation.

General Data Protection Regulation (GDPR)

The post holder will hold and process any personal data including sensitive (special category) personal data relating to students and parents / carers in accordance with our legal obligations, for the purposes of safeguarding and child protection and in the manner set out in the Privacy Notice for parents and students and in accordance with our Data Protection Policy which can be accessed via the PA to the Headteacher at your request.

Freedom of Information

The post holder must be aware that any information held by the school in theory could be requested by the public, including emails and minutes of meetings. It is therefore essential that records are accurately recorded and maintained in accordance with the school's policies and procedures.

PERSON SPECIFICATION: Teaching Assistant (TA)			
Qualifications and Training	Essential	Desirable	How Assessed? Application (A) Interview (I)
Teaching Assistant Qualification – NVQ Level 2 and likely to be training towards Level 3 or relevant equivalent qualification	✓		A
City and Guilds – 7231 Certificate in Learning Support		✓	A
Open College Network Certificate		✓	A
Specialty Teaching Assistant (STAC)		✓	A
Adult Literacy and Numeracy/Educated to GCSE level or equivalent in Maths and English, minimum grade C	✓		A
Knowledge Able to evidence and apply secure up to date knowledge and good understanding of:	Essential	Desirable	A/ I
Autistic Spectrum Disorder, ADHD, Dyslexia and other learning difficulties		✓	A
Knowledge and understanding of the need to maintain a consistent, calm environment and the ability to manage any changes to the environment appropriately.	✓		A/ I
Innovation in developing and implementing work with students		✓	A/ I
Knowledge and understanding of discipline and behaviour policies		✓	A/ I
A good up to date understanding of child protection and safeguarding issues and procedures.		✓	A
Good working knowledge of Health and Safety or First Aid		✓	A

Experience required	Essential	Desirable	A/ I
Teaching Assistants will have a combination of experience, evidence of development and accreditation.		✓	A
Development as for TA Level 1 and also courses related to the curriculum advanced literacy support, behaviour difficulties etc.		✓	A
Demonstrable success in working with students with learning difficulties		✓	A/ I
Experience of providing effective support for students with ADHD, Dyslexia, Autism or other learning difficulties		✓	A/ I
A proven track record of implementing effective strategies to support the needs of all students to raise achievement		✓	A
Able to use Bromcom accurately and effectively.		✓	A

Aptitude and Skills – Communication Able to demonstrate evidence of:	Essential	Desirable	A/ I
Ability to communicate effectively with students and adults	✓		A/ I
Able to work with students within academy behaviour management policy	✓		A
Able to clarify and explain instructions to students	✓		A
Able to motivate students to learn	✓		A
Ability to make objective de-personalised decisions whilst being able to convey the decision sensitively	✓		A
Ability to communicate effectively within a diverse range of audiences, including children, parents and carers, governors, staff and outside agencies	✓		A/ I
Ability to relate to and communicate positively with students who have learning difficulties	✓		A/ I
Being patient but firm	✓		A
The ability to display a positive attitude and a good sense of humour	✓		A
Able to work calmly and remain unflustered in challenging circumstances	✓		A/ I
Aptitude and Skills	Essential	Desirable	A/ I
Good level written and spoken English	✓		A/I
Accurate numeracy skills	✓		A
Effective ICT skills	✓		A
Able to prepare resources for teaching and learning activities and create displays	✓		A
Aptitude and Skills – Personal Management Able to demonstrate evidence of:	Essential	Desirable	A/ I

Able to undertake administrative procedures to support the work of the teacher	✓		A
Able to assist with the organisation of the learning environment	✓		A
Good interpersonal and people skills to inspire, motivate and support students	✓		A/ I
Good organisational and administrative skills which support the work of the teacher	✓		A
Personal Qualities	Essential	Desirable	A/ I
Ability to follow and interpret instructions correctly and guidance	✓		A/ I
Able to plan, prioritise and organise own work schedule	✓		A
Consistently demonstrate the behaviours expected by virtue of being a person in a position of trust	✓		A
Committed to undertaking professional training and assist with the professional development of others	✓		A
Demonstrate reliability and integrity	✓		A
Committed to maintaining a healthy work life balance for oneself and that of others	✓		A
A genuine concern to secure the educational progress of students irrespective of their background or ethnicity	✓		A/ I
Able to demonstrate a flexible approach to work which meets the needs of the students timetables	✓		A/ I
Current First Aid certificate or the willingness to undertake first aid training and be on the First Aid rota	✓		A/ I

HOURS OF WORK

Working weeks	Term Time plus 1 week
Hours per week	20.25 hours
Normal Working Pattern	Three days per week 08:00 – 15:15
Unpaid breaks	30 minutes lunch break where the working day exceeds 6 hours
Holidays	Holiday pay entitlement is included in the pro rata salary for the post and there is no entitlement to take holidays during term-time.
Continuing Professional Development Days	Your working hours do not include the automatic requirement to work published CPD days, but you may be required to attend mandatory training and in these cases the additional hours may be claimed on a timesheet.

REMUNERATION

Salary Details:

- Scale Point 4 £24,404 to Scale point 6 £25,183
- **Pro Rata: £11,436 - £11,802** (subject to holiday entitlement)

New post-holders will normally be appointed on the lower point of the salary scale, which will be reviewed on successful completion of the probationary period, depending on skills and experience.

MID-YEAR ADJUSTMENTS – TERM TIME/TERM TIME PLUS

Salary payments are averaged out over the 12 months of the Academic Year, if you begin employment with the Trust, during the Academic Year or you have changes made to your contract, a Mid-Year Adjustment calculation will be made. This is to ensure that employees are only paid for work they will do over the remaining months of the Academic Year. This is worked out based on working days of the term time calendar not an equal division of full months to be worked.

Annual holiday entitlement for full-time support staff is 244 hours (including bank holidays), rising to 274 after 5 years' service. Holiday entitlement is pro-rata for employees who work less than 52 weeks per year and/or less than 37 hours per week.

The post-holder will be entitled to join Framingham Earl High School's nominated pension scheme for support staff.

DRESS CODE

The post-holder will be expected to wear workwear appropriate to the role and protective clothing will be provided by Framingham Earl High School where appropriate. All staff will be supplied with appropriate Staff ID. This must be worn at all times to ensure that students, staff and visitors are able to identify Framingham Earl High School employees.

PRE-EMPLOYMENT CHECKS

All staff must be prepared to undergo a number of checks to confirm their suitability to work with children and young people. The Trust reserves the right to withdraw offers of employment where checks or references are deemed to be unsatisfactory.

REVIEW

The Job Description will be reviewed annually as part of Framingham Earl High School's Performance Management programme.

