

JOB DESCRIPTION

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| Post title: | Teaching Assistant (<i>Level 1</i>) |
| Location: | Rosecliffe Spencer Academy |
| Salary/Pay range: | NJC 02-06 |
| Hours of work: | Full time, Term time only |
| Reporting to: | Principal |

Purpose of Role

To work with children as part of a team under the overall direction of the Principal who will be responsible for the policy and educational programme and for matters of control and discipline within the appropriate Articles of Government.

To foster the participation of pupils in the social and academic processes of the school by recognising individual pupils' needs and identifying and implementing appropriate responses; under the overall management and guidance of the class teacher.

To work in collaboration with teachers/senior teaching assistants in accordance within guidelines, to encourage pupils to become more independent learners and help to raise the standard of achievement and attainment for all pupils.

To carry out specified duties with individuals, groups or classes under the direction of a qualified teacher/senior teaching assistant. Activities undertaken by colleagues at this level would be monitored by the class teacher or more senior colleagues and the content of learning activities would be planned by the teacher/more senior staff, although there would be an expectation that the post holder would contribute to this process.

Measurable Performance Objectives for classroom-based Education support professionals will relate to:

- The delivery of high-quality support to children and young people
- Accelerating the progress of groups
- Developing high quality resources

Main Duties and Responsibilities

Working as part of this important team you will be required to carry out the following duties. The nature of the Academy Year requires some of these tasks to be done regularly whilst others will be on an annual cycle.

The post holder will be expected to use all Trust standard computer hardware and software packages where appropriate. Specific responsibilities include:

Key Duties

- Under the professional direction and supervision of a qualified teacher, deliver planned activities for individuals and groups to allocated pupils, in small groups or individually, differentiating and adapting learning programmes to suit individual need.
- Through effective learning strategies, support all pupils to participate in learning activities. This will involve being aware of pupils' needs, using appropriate equipment and materials and modifying resources as necessary to support pupils to participate and progress.
- Plan and evaluate specialist learning activities, preparing reports and records for the teacher as required.
- Promote outstanding pupil behaviour for learning and support social and emotional well-being, reporting any problems to the teacher and/or child Protection Lead as appropriate and in line with school policies.
- Contribute to the implementation of an effective behaviour management strategy, applying it fairly and consistently within clear boundaries and reinforcing positive aspects of behaviour.
- Promote and support the role of parent/carers in pupils' learning and enabling constructive information sharing about progress and achievement.
- Develop positive relationships with parents, carers and families by taking a partnership approach, maintaining and sharing accurate information where appropriate.

Support for the Pupil

- To support the teacher in the delivery of specific Educational Health and Care Plans for those pupils with Special Educational Needs / Disability, in liaison with health care/other professionals.
- Assist pupils with eating, dressing and hygiene as required whilst encouraging independence.
- Provide intimate care and First Aid to pupils as necessary and appropriate.
- Responsible for supervision and safe use of equipment and materials including classroom, PE/games/gymnasium, internally and externally ensuring the careful use of the school premises/site by pupils in your care.
- Support learning activities for all pupils by maintaining awareness of the stages of development and individuals' specific needs and giving positive encouragement and feedback to ensure pupils are reaching their full potential.
- Care and support pupils by providing a safe and secure environment, responding appropriately to accidents, emergencies and following established procedures wherever appropriate.
- Contribute to the health and well-being of pupils through the support of safeguarding for pupils by ensuring a safe environment, and following policies & procedures at all times.
- Develop and promote positive relationships with pupils by communicating effectively, allowing them to feel valued and listened to and encouraging questions and ideas.

Support for the Teacher

- Contribute to the lesson planning and delivery of a variety of classroom activities, visits, including the preparation of materials, within the framework set by the teacher.
- Using Teaching and Learning objectives support the teacher in monitoring, assessing and recording of pupil progress/activities, writing reports and records as required.
- Prepare the learning environment and resources as per plans, including photocopying, filing and the display and presentation of pupils work whilst contributing to ensuring a safe environment.
- Working alongside the class teacher to ensure that learning resources and materials are ready for use in activities whilst recognising and minimising potential hazards and adjusting where necessary.

- Escort and supervise pupils on educational visits and out of school activities.
- Sourcing and purchase of equipment/resources as directed by the teacher, within a designated budget and assist in the collection/safe storage of monies from pupils/parents as required.

Support for the Curriculum

- To actively engage in the use of a range of ICT tools and equipment employed in the classroom to enrich teaching and learning.
- Support pupils in activities to develop their literacy and numeracy skills by having an awareness of individual needs, learning targets, and the relevant support required to assist pupils' development, offering encouragement and feedback where appropriate.
- Develop and maintain appropriate professional relationships with pupils, teachers, support staff, parents/carers, governors, external professionals and agencies.
- Participate in the delivery of local and national initiatives, as determined by the class teacher.

Support for the Academy

- Develop and maintain effective working relationships with other practitioners, drawing on their strengths and expertise in order to best support teaching and learning.
- Support children and young people through transitions that occur in their lives, enabling them to manage them in a positive manner.
- Contribute to the training and assessment of work experience students and support the work of volunteers as appropriate, within the classroom.
- Contribute to maintaining accurate pupil records following relevant procedure and ensuring confidentiality at all times.
- Willingness to keep up to date with professional practice by maintaining an up-to-date understanding of the requirements of the role and individual responsibilities.

General

- Participate in and contribute to staff meetings and INSET
- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Be aware of and comply with all Trust and Academy policies including in particular Health and Safety and Safeguarding.
- To understand your shared responsibility for the health, safety and welfare of all pupils and staff.
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
- Participate in the Academy Professional Performance Review process and undertake professional development as required.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.

These above-mentioned duties are neither exclusive nor exhaustive, the post-holder may be required to carry out other duties as required by the Trust.

Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our children and young people. Therefore, we expect everyone to share this commitment. All appointments are subject to satisfactory pre-employment checks, including a satisfactory Enhanced criminal records with Barred List Check through the Disclosure and Barring Service (DBS) and the completion of Level 2



Safeguarding training. It is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children.

The Trust and its member academies are committed to promoting equality and diversity in both employment and education provision. We aim to ensure that students, parents, governors, employees, contractors, partners, clients and other stakeholders within the Trust community are treated fairly, and with dignity and respect regardless of Protected Characteristics.

Spencer Academies Trust is a Disability Confident Committed Employer

Name:

Signature:

Date:

Person Specification Teaching Assistant (Level 1)

| | Essential | Desirable |
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| Qualifications and experience | | |
| <ul style="list-style-type: none"> Level 2 NVQ in Literacy and Numeracy or GCSE Grade C/4 equivalent Evidence of additional qualifications suitable to TA role NVQ Level 2 Teaching Assistant or equivalent Experience of working and supporting children in a primary school setting Experience of working in EYFS, KSI or KS2 Experience of carrying out intervention programmes | <ul style="list-style-type: none"> ✓ ✓ | <ul style="list-style-type: none"> ✓ ✓ ✓ |
| Knowledge, skills & understanding | | |
| <ul style="list-style-type: none"> Knowledge of the role of a Teaching Assistant To understand the writing and implementation of Provision Maps Excellent communication (written and verbal) and an active listener Highly motivated and the ability to motivate children Assist children on an individual basis, in small group and whole class work Good organisational skills and the ability to work independently, using own initiative, solving problems and finding solutions Explain tasks simply and clearly and foster independence Good ICT skills Supervise children and adhere to defined behaviour management policies Display work effectively Ability to run an extra-curricular activity | <ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ | <ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ |
| Personal qualities | | |
| <ul style="list-style-type: none"> Able to form positive relationships with all children and motivate them to succeed, contributing to a warm, friendly environment Able to work with others in a team to support work with children with special educational needs Work at all times within the framework of agreed school policies Have a flexible approach to work and to enjoy being a member of a team Able to manage own work load effectively and responds swiftly to tight deadlines Good interpersonal skills, with the ability to enthuse and motivate others To show a caring attitude towards pupils, staff and parents/carers Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit Openness and willingness to address and discuss relevant issues To practice equal opportunities in all aspects of the role and around the work place in line with policy To maintain a personal commitment to professional development To contribute to the wider life of the academy Commitment to the highest standards of child protection and safeguarding Recognition of the importance of personal responsibility for health and safety Commitment to the Trust's ethos, aims and whole community. | <ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ | |

