



## **JOB DESCRIPTION**

<b>Role:</b>	<b>Teaching Assistant Level 3 (ELSA)</b>
<b>Grade/Salary:</b>	<b>Grade 5</b>
<b>Location:</b>	<b>Rushey Mead Academy</b> The post holder may be requested to work from other Academies within the Trust and will be expected to travel between Academies within the Trust.
<b>Responsible To:</b>	<b>Vice Principal, SENDCO and Assistant SENDCO</b>
<b>Liaising with:</b>	<b>Other teaching assistants, teaching staff, support staff, tutors, Team around the year group, subject leaders, parents and outside agencies as relevant.</b>
<b>Job Purpose:</b>	To support students who experience barriers to learning so that they are able to achieve the best of which they are capable. To improve students' emotional literacy skills. To enhance students' education, life skills and emotional well-being.

**Together we make a positive difference**

### **Main duties and responsibilities:**

#### **Major Objectives:**

- To assist in the delivery of ELSA interventions for individual or small groups of students.
- Be aware of the Professional Standards for teaching assistants and work towards meeting all of the standards.
- Keep up to date with key SEND guidance and legislation.
- Be a Key Worker for SEND students as directed by the SENDCO and Assistant SENDCO.
- Support the Team around the Year group for a specific year group.
- Mentor small groups of SEND students as directed by the SENDCO and Assistant SENDCO.
- Track progress of mentoring group, record interventions and share information with all relevant staff.
- Provide short-term programmes of intervention on areas of need, as identified by SENDCO, or Assistant SENDCO or Year teams. Track progress of students who attend these interventions and share information with all relevant staff.
- Understand individual EHCPs, update advice cards, and any other relevant information.
- Attend annual reviews, meetings with parents and professionals as directed.
- Promote self-esteem/independence and social inclusion and champion the needs of SEND students.
- Speak to relevant staff about students' learning, well-being, safeguarding and following relevant school policies and practices.
- Provide in-class support to teachers, as directed by the SENDCO and Assistant SENDCO.
- Know targets for students in class, provide feedback on student progress in lessons, and keep accurate records of student progress and impact of support.
- Speak to the teacher at a convenient time to find out what's coming next in the teaching sequence and where appropriate co-plan with the teachers at a time that is mutually convenient.
- Support the teacher to differentiate work to meet the level of need of the student, preparing/adapting resources if necessary for individual students.
- Assist students so they can access the curriculum by breaking tasks down appropriately.
- Share best practice/ what works/ what doesn't for identified students with teachers.
- Work with teachers to provide support for homework.
- Support students where necessary during lunch and break times.
- Undertake training in areas where the school has identified a need for expertise.
- Follow TA guidelines and expectations.



**Leadership Objectives:**

- Develop a sound understanding of areas of SEND by undertaking training, research and shadowing other colleagues
- Be a first point of contact for your specialism within school
- Lead training sessions for teachers and TAs
- Attend meetings and Annual reviews as required.
- Act as a mentor to Level 2 TAs and support new colleagues.
- Lead additional after school study support or extra-curricular support (dependent upon student needs or individual expertise).

**Quality Assurance, Health & Safety and Standards:**

- To support the aims and ethos of the Academy.
- To set a good example in terms of dress, punctuality and attendance.
- To be professional when dealing with staff, students, parents and outside agencies.
- To attend team and staff meetings.
- To be proactive in matters relating to health and safety.
- To implement and promote Academy's policies and procedures relating to all areas of employment and service delivery.

**Pastoral System:**

- To help to monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- To support implementation of strategies to manage student behaviour.
- To assist in the implementation of the Behaviour Management system (BFL) so that effective learning can take place.
- To liaise with the Team around the year group, SLT links and tutors to enhance attendance, behaviour and achievement of targeted students.
- To monitor and provide general care, safety and welfare of the students; where students have SEN with regard to personal care, provide this within Health and Safety guidelines.

**Additional Duties:**

- To play a full part in the life of the Academy community, to support its distinctive mission and ethos and to encourage students to follow this example.
- To participate in induction training, staff review process and professional development opportunities.
- To comply with any reasonable request from line manager to undertake work of a similar level that is not specified in this job description.
- To be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- To undertake professional duties that may be reasonably assigned by the Principal.

**Health & Safety:**

- It is an employee's responsibility to take reasonable care of themselves and others and anybody affected by their undertaking including any act(s) or omissions.



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**Role:** Teaching Assistant Level 3 (ELSA)

**General:** Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Name: \_\_\_\_\_ Employee

Signed: \_\_\_\_\_ Employee

Date: \_\_\_\_\_ Employee

Signed: \_\_\_\_\_ Principal

Date \_\_\_\_\_ Principal



## PERSON SPECIFICATION

**Role:** Teaching Assistant Level 3 (ELSA)

### Essential Personal attributes:

Throughout the selection process the applicant will be assessed for the essential personal attributes for this role, these are:

- Forward thinking
- Energy and enthusiasm
- Adaptability to changing circumstance and ideas
- Imagination and creativity
- Reliability and integrity

Attributes	Requirements	Essential or Desirable	Assessment Method*				
			1	2	3	4	5
<b>Training &amp; Education</b>	GCSE English and preferably Maths (A*-C) or equivalent (Level 2 Basic Skills Literacy/Numeracy)	E	✓	✓	✓		✓
	Knowledge and experience of students with social, emotional and mental health concerns	E	✓		✓		✓
	Evidence of further and higher education especially in core subjects.	D	✓	✓	✓		
	ELSA qualification	E	✓	✓	✓		✓
Attributes	Requirements	Essential or Desirable	Assessment Method*				
			1	2	3	4	5
<b>Experience</b>	General understanding of national curriculum and other learning programmes/techniques.	E	✓		✓		✓
	Knowledge of Academy policies relevant to the subject/support provided and how to relate to local and national frameworks/policies.	E	✓		✓		
	An understanding of other areas of Academy life.	E	✓		✓		
	Good planning, organisational and advocacy skills.	E	✓		✓	✓	✓
	Ability to work effectively in a team.	E	✓		✓	✓	
	Good communication and interpersonal/listening skills.	E	✓		✓	✓	✓
	Willingness to study/train for further qualifications.	E	✓		✓	✓	
	Ability to present information effectively, verbally and in writing.	E	✓		✓	✓	✓
	Knowledge of the key factors that can affect the way students learn	E	✓		✓		
	Ability to confidently and competently apply knowledge and skills acquired from training into a practical classroom context	E	✓		✓	✓	✓
	Ability to motivate and encourage students.	E	✓		✓		
	Awareness of child protection and bullying issues	E	✓		✓		



Attributes	Requirements	Essential or Desirable	Assessment Method*				
			1	2	3	4	5
	Experience of health and safety issues in the workplace relating to equipment, materials and working practices	D	✓				
	Experience of working to support young people's learning.	D	✓		✓		✓
	General awareness of inclusion, especially within a Academy setting	D	✓		✓		
	Ability to make use of ICT to support students' learning	D	✓		✓		✓
	Reliability	E	✓		✓		
	Ability to remain patient and calm in challenging situations	E	✓		✓		
	Ability to work effectively within a team environment, understanding classroom roles and responsibilities	E	✓		✓		✓
	Ability to build effective working relationships with all learners and colleagues	E	✓		✓		
	Ability to promote a positive ethos and role model positive attributes	E	✓		✓		
	Willingness to participate in relevant training and development opportunities	E	✓		✓		
	Able to form and maintain appropriate professional relationships and boundaries with colleagues and students.	E	✓				
	Enjoy working with children and have empathy with students and be sympathetic to their needs	E	✓		✓		
	Professionally discreet and able to respect confidentiality	E	✓		✓		
	Flexible approach to tasks	E	✓		✓		
	Firm, sensitive and effective approach towards student discipline	D	✓				
	Confident and able to use own initiative	D	✓		✓	✓	
	Good attendance and punctuality record	E			✓	✓	
	Smart & well presented	E			✓		



Attributes	Requirements	Essential or Desirable	Assessment Method*				
			1	2	3	4	5
<b>Equal Opportunity &amp; Safeguarding</b>	Commitment to equal opportunities	E			✓		
	High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements.	E	✓		✓		
	Must be able to recognise discrimination in its many forms and willing to put Council's Equality Policies into practice.	E			✓		
	Commitment to safeguarding students.	E	✓		✓		
	Knows and understands the principles and values of underpinning safeguarding and the promotion of the wellbeing of children and young people	E	✓		✓		

**\*Assessment method:**

1 = From the written application

2 = Documentary evidence

3 = The selection interview-panel

4 = References

5 = Test