

# Teaching Assistant (Level 3) with an interest in Personal Development

**Salary:** Grade 8, SCP 12 – 17

**Hours:** 32.5 hours per week, term time only plus 5 days.

## Job Description

**Normal place of work:** Ash Grove School, although you may be asked to contribute towards trust wide projects.

**Normal working hours:** The post is 32.5 hours per week term time plus 5 additional training days to be worked during periods of school closure.

**Responsible to:** SLT/Pathway Lead/Class Teacher

### PURPOSE OF THE POST

- To support all subject areas with a particular focus on Personal Development taking direction from the teacher.
- Support classes and groups to meet the National Curriculum requirements for all subjects, specifically within PD activities across all pathways and year groups based at school and also offsite.
- To develop expert knowledge and skills in all areas including a focus on PD to support learning for pupils.
- To lead offsite activities for pupils in line with PD curriculum.
- Work will involve assisting staff in the management and preparation of resources. Supervision of whole classes during offsite Personal Development days with a team of staff.

### DUTIES AND RESPONSIBILITIES

#### Support for the Pupils

- To support the needs of pupils, ensuring the needs and objectives on each child's EHCP or SEN Support Plan are central to learning experiences.
- To research, plan and deliver small group sessions/workshops with identified students on a range of subjects that may be hindering their learning.
- Establish productive working relationships with all pupils, acting as a role model and setting high expectations.
- Use specialist skills/training/experience (curricular/learning) to support pupils with diverse learning and emotional needs, including SEMH needs, sensory processing disorders, which may include challenging behaviours.

- Use specialist knowledge and skills to contribute to the development and implementation of individual Education/ Behaviour programmes.
- Promote self esteem and independence, employing strategies to recognize and reward achievement within established school procedures.
- Provide feedback to pupils under the guidance and direction of the Teacher.
- To use positive handling techniques and implement teaching programmes as necessary.
- Support pupils during breaks from teaching activities.

### **Support for the Teacher**

- Deliver high quality learning support and achieve expected pupil outcomes in all subject areas with a particular focus on PD, working independently under the direction of the class Teacher.
- Create displays of pupils' work whilst liaising with the teacher responsible.
- Contribute to lesson planning, evaluating and adjusting lessons/work plans as appropriate and help the teacher devise suitable learning targets for the pupils included.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Keep and update records in agreed format with the teacher, contributing to reviews of systems/records as necessary.
- Undertake marking of pupils' work and accurately record achievement/progress.
- Administer and access routine tests and invigilate exams/tests.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher and participate in feedback sessions/meetings with parents under teacher's direction.
- Provide general clerical/admin support e.g., administer coursework, produce worksheets for agreed activities, etc.
- Support curriculum coordinators in the development and maintenance of resources.
- Plan, prepare and deliver individual/group learning linked to Personal Development curriculum.

### **Support for the Curriculum**

- Develop specialist skills, knowledge and understanding in the area of PD.

- Implement agreed learning activities/teaching programmes, differentiating between the activities according to pupil learning styles and individual responses/needs.
- Implement local and national learning strategies.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.
- Implement interventions against EHC needs, SEN needs, predominantly SEMH barriers to learning, to improve attitudes to learning and access to the curriculum.
- Access training for Team Teach and any relevant Personal Development training as directed by Line Manager/SLT.

### **Support for the Teaching/Group Class**

- Establish constructive relationships/partnerships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate Person (as named in the policy concerned).
- Participate in training and other learning activities as required.
- Prepare a bank of teaching and learning activities.
- Deliver learning activities, maintain good order and keep pupils on task when leading PD sessions offsite. Respond to pupils' questions and generally assist pupils to undertake set activities.
- Supervise pupils on visits, trips and out of school activities as required.
- Transport pupils as appropriate subject to MIDAS training if using the school minibus.

### **Support for the School**

- Undertake home visits to support pupils and families.
- Manage the behaviour of pupils off site in establishments outside of the school e.g., local colleges.
- Carry out baseline assessments/testing on new pupils to ascertain educational ability of pupil and pass results to the teacher.
- Use Team Teach (where appropriate) and de-escalation and physical intervention techniques to support pupils as necessary.
- Undertake planned supervision of pupils out of school hours learning activities.

- Carry out risk assessments on pupils to ascertain if a pupil is safe to be in a particular learning environment e.g., Educational Visits. Staff to go on Risk Assessment course where needed.
- Assist with whole school organisation for e.g., transport, lunch duties.
- Administer medication to pupils in line with the Medical Policy of the school.
- Attend meetings as appropriate.
- Provide logs, visit records and contribute to reports.
- Please note that the job description provided is not an exhaustive list of all responsibilities and duties.
- Establish positive relationships and encourage good working practices
- Lead by example in all areas.
- Liaise with Leaders, Teachers, Teaching Assistants, outside agencies and parents/carers.
- To ensure your Line Manager is informed immediately of any concerns in relation to the student's you mentor/support
- To ensure the Designated Safeguarding Lead or Deputy Safeguarding Lead are informed immediately of any concerns relating to safeguarding in relations to the student's you mentor/support.

This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion.

All our employees are expected to demonstrate a commitment to our shared principles and the Oak Way.

Oak Learning Partnership is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust.

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## Person Specification

<b>CRITERIA</b>	<b>Experience, Qualifications and Training:</b> On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:	
<b>ESSENTIAL</b>		<b>DESIRABLE</b>
<ul style="list-style-type: none"> <li>• NVQ 3 in Supporting Teaching and Learning and/or 'A' Level in English, Maths or ICT and/or degree qualification in a school-based subject. Applicants with results due are able to apply.</li> <li>• GCSE 9-4 (A* - C) in English, Maths and ICT or Level 2 Key Skills qualification in English, Maths and ICT.</li> <li>• To have experience of covering the class in absence of the class teacher, being able to deliver a range of learning activities and direct other staff and pupils appropriately or to be able to show through observation that you are able to do this.</li> <li>• To be able to follow a lesson plan and deliver a lesson from a plan using your own working knowledge of the National Curriculum and your Literacy, Numeracy and ICT skills.</li> <li>• Significant experience in an education setting with pupils with additional needs.</li> <li>• Previous experience of working in a school environment, dealing with members of the public.</li> </ul>		<ul style="list-style-type: none"> <li>• To have a qualification in PD or Personal Development related subject.</li> <li>• Have experience in supporting extracurricular activities relating to Personal Development.</li> </ul>
<b>CRITERIA</b>	<b>Ability, Skills and Knowledge:</b> In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:	
<b>ESSENTIAL</b>		
<ul style="list-style-type: none"> <li>• Can demonstrate excellent ability, skills and knowledge when leading PD activities, relevant to the National Curriculum.</li> <li>• Ability to differentiate planning provided by the teacher.</li> <li>• Excellent behaviour management.</li> <li>• Good organisational skills e.g., maintaining assessment evidence lessons.</li> <li>• Good communication skills able to co-ordinate/direct other Teaching Assistant.</li> <li>• Excellent numeracy, literacy and ICT skills to support learning and utilise these skills to develop appropriate learning activities.</li> <li>• Ability to work effectively within a team environment, understanding classroom roles and responsibilities.</li> <li>• Working knowledge of relevant policies/codes of practice/legislation relevant to the post.</li> </ul>		

## CRITERIA

**Personal style and behaviour:** In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their Personal style and behaviour:

## ESSENTIAL

- Tact and diplomacy in all Interpersonal relationships with the public, pupils and colleagues at work.
- Self-motivation and personal drive to complete tasks to the required timescales and quality standards.
- The flexibility to adapt to changing workloads demands and new school challenges.
- Personal commitment to ensure that services are equally accessible and appropriate to meet the diverse needs of the service users.