# scc header

# JOB DESCRIPTION

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| **SCHOOL: Broadwalk PRU** |  |
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| **JOB DETAILS:** |  |
| **Job Title:** | Teaching Assistant – Curriculum (Level 3) |
| **Grade:** | Grade 2C, SCP 15-18 |
| **Directly responsible to:** | Headteacher /SLT/ Class Teacher  |
| **Hours of Duty:** | 32.5 hours a week  |
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| **Summary of Role:** |
| Working under guidance: Provide support in addressing the needs of students who need particular help to overcome barriers to learning. To support students in a range of curriculum subjects up to GCSE level. To be able to build positive relationships with students. |
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| **Main Duties and Responsibilities/Accountabilities:** |
| Support for Pupils |
|  | Provide support for students in the school curriculum. |
|  | Provide advice to assist in their social, health and emotional development. |
|  | Participate in comprehensive assessment of students to determine those in need of particular help. |
|  | Assist the teacher with the development and implementation of Individual Education / Behaviour / Support / Intervention plans. To support students in a form group. |
|  | Support provision for students with special needs. |
|  | Establish productive working relationships with students, acting as a role model. |
|  | Develop 1:1 intervention arrangements with students and provide support for distressed students. |
| **8.** | Promote the speedy/effective transfer of students across phases/integration of those who have been absent. |
| **9.** | Provide information and advice to enable students to make choices about their own learning / behaviour / attendance. |
| **10.** | Challenge and motivate students, promote and reinforce self-esteem. |
| **11.** | Provide feedback to students in relation to progress, achievement, behaviour, attendance etc.To be part of a pastoral form team. |
| **12.** | To confidently demonstrate a range of strategies to support students behaviour. |
| Support for Teachers |
|  | Liaise with schools and other relevant bodies to gather student information. |
|  | Support students’ access to learning using appropriate strategies, resources etc. |
|  | Work with other staff in planning, evaluating and adjusting learning activities as appropriate. |
|  | Monitor and evaluate students’ responses and progress against action plans through observation and planned recording. |
|  | Provide objective and accurate feedback and reports as required, to other staff on students’ achievement, progress and other matters, ensuring the availability of appropriate evidence. |
|  | Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested. |
|  | Assist in the development and implementation of appropriate behaviour management strategies. |
|  | Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child’s attendance, access and learning, and supporting home to school and community links. |
| Support for the Curriculum |
|  | Implement agreed learning activities/teaching programmes, adjusting activities according to student responses/needs. |
|  | Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for students to broaden and enrich their learning.  |
|  | Determine the need for, prepare and use specialist equipment, plans and resources to support students. |
| Support for the School |
|  | Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. |
|  | Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop. |
|  | Contribute to the overall ethos/work/aims of the schools. |
|  | Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students. |
|  | Attend and participate in regular meetings.  |
|  | Participate in training and other learning activities as required. |
|  | Recognise own strengths and areas of expertise and use these to advise and support others. |
|  | Assist in the supervision, training and development of staff. |
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|  | Supervise pupils on visits, trips and out of school activities as required. |
|  | **Safeguarding** **The postholder must be aware of child protection issues and the need for confidentiality and to identify to the named child protection colleague in school, concerns in respect of individual children.**  |
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| **Review Arrangements:** |
| The details contained in this Job Description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, the council will expect to revise this Job Description from time to time and will consult with the postholder at the appropriate time. |

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| **Date Job Description prepared/revised:** | March 2023 |
| **Prepared by:** | Olwyn Naylor |
| **Agreed by Postholder** |  |

**KEY QUALIFICATIONS/KNOWLEDGE/SKILLS/EXPERIENCE REQUIREMENTS**

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| **Experience:** | * Experience of working with children of relevant age.
* Experience of working with pupils with additional needs.
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| **Qualifications/Training:** | * Very good Numeracy/literacy skills (equivalent to level 2 in English and Maths).
* Level 3 Teaching Assistants qualification or equivalent qualification or experience.
* Where designated to work in a particular curriculum area, to work towards level 2 in that subject area.
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| **Knowledge/Skills:** | * Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.
* Working knowledge of national curriculum and other relevant learning programmes.
* Understanding of principles of child development and learning processes and in particular, barriers to learning.
* Confident behaviour management strategies.
* Ability to plan effective actions for pupils at risk of underachieving.
* Full understanding of the range of support services/providers.
* Ability to self-evaluate learning needs and actively seek learning opportunities.
* Ability to relate well to children and adults.
* Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.
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