



Academy:	Wardle Academy
Section:	Associate Staff
Location:	Birch Road, Rochdale OL12 9RD
Job Title:	Teaching Assistant Level 3
Grade	Grade 4/5 points 7-17
Responsible to:	Headteacher, SLT/ SENDCo and SEND Manager
Responsible for:	Emotional Literacy
Hours of Duty:	Depending on current contract , term time only
Special Conditions of Service:	• All posts require enhanced DBS clearance prior to appointment. • Requirement to undertake First Aid Training and provide first aid cover as necessary. • Ability to attend occasional meetings out of school hours when required. • Assisting students in line with moving and handling guidelines when toileting, feeding and transferring. • Providing hygiene care to students • Lifting and carrying as required.

Watergrove Trust is committed to safeguarding and promoting the welfare of Student and young people and expects all staff to share this commitment.

PURPOSE AND OBJECTIVES OF THE JOB

Act as a responsible adult and assist with the supervision, personal care, welfare and keeping safe of individuals and/or groups of young people and their environment, inclusive of assisting with resources and classroom management to support academic progress and personal development.



**MATTHEW MOSS
HIGH SCHOOL**
Learning for Life



St. Andrew's
C.E. Primary School
& Nursery



Organisational Chart:

Headteacher	
SLT	SENDCo
Classroom Teacher	SEND Manager
<i>Teaching Assistant</i>	

CONTROL OF RESOURCES

Personnel

To be responsible for the direction, support and motivation of self and or Student under the postholder's control.

Safeguarding

Fulfil responsibilities and obligations in relation to the safeguarding of students.

Financial

To work in accordance with Financial Regulations and procedures of the School.

Equipment/Materials

To be responsible for the safe use and maintenance of equipment/materials used by the postholder.

To adhere to all rules and regulations relating to the use of ICT, e-mail and intranet / internet access.

Teaching resources including audio visual and computer equipment.

Health/Safety/Welfare

Responsible for the health, safety and welfare of self and colleagues in accordance with School's Health & Safety policies and procedures and current legislation.

Equality

To work in accordance with Watergrove Trust's Policy relating to the promotion of Equality and Diversity.



Training and Development

The post holder will have a commitment in identifying and undertaking their own professional and personal development in accordance with Schools performance management framework.

Relationships (Internal and External)

- Internal:
1. School staff
 2. Users of the before and after school provision
 3. Volunteers
 4. Students
 5. Governors
- External:
1. Parents/Carers
 2. Staff in other schools and within the Watergrove Trust & LA
 3. Suppliers of equipment and services
 4. External Agencies

Values and Behaviours

Values and Behaviours The Wardle Way:



Wardle Academy has high expectations of students and staff and we expect our employees to be aware of, and apply these values and behaviours at all times.

RESPONSIBILITIES:

The postholder must:

1. Perform his/her duties in accordance with the Trust's Equality and Diversity Policy.
2. Ensure that the Trust's commitment to public service orientation and care of our customers is provided.
3. Be able to render regular and efficient service to undertake the duties of this post.

PRINCIPAL DUTIES

It is expected at Level 3 that the postholder will work under the direction of teaching staff and may be responsible for some learning activities within the overall teaching plan to enable access to learning which will be in addition to undertaking the core duties outlined in the Level 1 and 2 job description.



1. Help to keep young people safe by:

Preparing and maintaining a safe and hygienic environment
Dealing with accidents, emergencies and illness
Supporting the safeguarding of student
Encouraging student positive behaviour
Supervising students during the school day, for example playground and lunchtime duties
Supporting and implementing students personal care programmes

2. Provide support for learning activities by:

Providing the right amount of support at the right time
Supporting the teacher in planning learning activities
Supporting the delivery of learning activities
Supporting the teacher in the evaluation of learning activities
Promoting independence and enabling students to retain responsibility for their learning
Encouraging students to be comfortable taking risks with their learning

3. Plan, deliver and evaluate teaching and learning activities by:

Planning teaching and learning activities under the direction of a teacher, differentiating and adapting learning programmes to suit the needs of allocated students
Delivering teaching and learning activities to achieve learning goals, which may include specialist support for students with learning, behavioural or communication difficulties, support for students where English is not their first language, support for gifted and talented students, and/or support within a particular curriculum area
Assisting with the setting up and ongoing delivery of local and national learning strategies
Being responsible for a class, delivering teaching and learning activities in the absence of the teacher

4. Support Student's development by:

Contributing to the development of student physically, emotionally and socially
Contributing to students communication and intellectual development
Contributing to planning to meet students development needs

5. Support literacy and numeracy development by:

Supporting students to develop their reading, writing skills, speaking/talking and listening skills
Supporting students to develop numeracy skills and to use and apply mathematics
Modelling high standards of written and verbal communication at all times

6. Support the use of information and communication technology for teaching and learning by:

Preparing and supporting the use of ICT resources for use in teaching and learning
Supporting students' learning through the use of ICT



7. Observe and report on student performance to inform the teacher's assessment and planning

Liaising with individual teachers, departments, faculties and senior leaders to identify priorities and ensure that needs are met.

8. Prepare and maintain the learning environment by:

Preparing the learning environment and learning materials for use

Monitoring and maintaining the learning environment and resources

9. Promote positive behaviour by:

Implementing agreed behaviour management strategies

Supporting students in taking responsibility for their learning and behaviour

10. Develop and promote positive relationships by:

Interacting with and responding to young people and adults in a way that fosters positive relationships

Communicating effectively with young people and adults

Supporting young people in developing positive relationships

11. Provide effective support for your colleagues by:

Maintaining working relationships with colleagues

Developing your effectiveness in your role

12. Support the development and effectiveness of work teams by:

Contributing to effective team practice

Contributing to the development of the team

Sharing best practice with colleagues

13. Reflect on and develop practice by:

Reflecting on own professional practice

Taking responsibility for and participating in continuing professional development

14. Support student's learning by:

Participating in activities to encourage communication and language

15. Contribute to supporting bilingual/multilingual students by:

Contributing to the development of skills of bilingual/multilingual students in the target language

Supporting bilingual/multilingual students during learning activities

16. Support a child with disabilities or special educational needs by:

Providing care and encouragement

Providing support to help the student to participate in activities and experiences

Having high expectations



Modelling positive social interactions, excellent work ethic and the behavioural expectations of the academy setting

Supporting the child and family according to the procedures of the setting

17. In addition, the role may possibly include: -

18. Contribute to moving and handling individuals by:

Preparing student's, environments and equipment for moving and handling

Enabling students to move from one position to another

Personal care

19. Support, plan and deliver group intervention sessions by:

Preparing and maintaining environments, equipment and materials prior to, during and after intervention sessions

Supporting individuals prior to and within intervention sessions

Observing and providing feedback on intervention sessions

20. Invigilate tests and examinations by:

Preparing to run tests and examinations

Implementing and maintaining invigilation requirements

21. Promote the transfer of learning from outdoor experiences by:

Facilitating learning through individual and shared reflection on experience

Helping participants identify how they can transfer learning to other aspects of their lives

22. Provide literacy and numeracy support to enable Students to access the wider curriculum.

23. Provide specialist support to Higher Prior Attaining student by:

Working with others to develop learning programmes for gifted and talented students

Supporting learning activities for gifted and talented students

24. Support bilingual/multilingual Students by:

Supporting development of the target language

Supporting bilingual/multilingual students in accessing the curriculum

25. 24. Provide bilingual/multilingual support for teaching and learning by:

Contributing to the assessment of bilingual/multilingual students

Providing bilingual/multilingual support for teachers and students

Supporting communication with families of bilingual/multilingual students

26. Contribute to the prevention and management of challenging behaviour in Student and young people by:

Working with students and young people to identify goals and boundaries for acceptable behaviour



Supporting students and young people to manage challenging behaviour
Enabling students and young people to recognise and understand their behaviour and its consequences

27. Support Student with disabilities or special educational needs and their families by:

Contributing to the inclusion of students with disabilities or special educational needs
Helping students with disabilities or special educational needs to participate in the full range of activities and experiences
Supporting families to respond to student's needs

28. Support Students with communication and interaction needs by:

Supporting students with communication and interaction needs to maximise learning
Supporting students with communication and interaction needs to develop relationships with others

29. 28. Support Students with cognition and learning needs by:

Supporting students with cognition and learning needs during learning activities
Supporting students with cognition and learning needs to develop effective learning strategies

30. Support Students with behaviour, emotional and social development needs by:

Supporting the behaviour management of students with behaviour, emotional and social development needs
Supporting students with behaviour, emotional and social development needs to develop relationships with others
Supporting students with behaviour, emotional and social development needs to develop self-reliance and self-esteem

31. Support Students with sensory and/or physical needs by:

Enabling students with sensory and/or physical needs to maximise learning
Implementing structured learning programmes for students with sensory and/or physical needs

32. Assist in the administration of medication

33. Work with Student and young people with additional requirements to meet their personal support needs by:

Supporting students and young people with additional requirements to identify and develop plans to meet their personal support needs
Supporting students and young people to address their personal support needs
Contributing to evaluating the effectiveness of activities to meet students and young people's personal support needs

34. Promote Student's well-being and resilience by:

Enabling students to relate to others
Providing a supportive and challenging environment



Enabling students to take risks safely

Encouraging students self-reliance, self-esteem and resilience

35. Work with young people to safeguard their welfare by:

Promoting a safe working environment for youth work

Working with young people to assess and manage risk

Assisting individuals to take action when they are distressed

36. Enable young people to be active citizens by:

Assisting young people to understand their communities and their role within them

Enabling young people to communicate their views and interests to others, and to negotiate and influence people and situations

37. Support young people in tackling problems and taking action by:

Enabling young people to tackle problems and plan action to achieve their goals and aspirations

Enabling young people to take action based on their plans

Enabling young people to reflect on and learn from their actions

38. Support Student and young people during transitions in their lives by:

Recognising and responding to signs of transitions

Supporting students and young people to manage transitions in their lives

39. Facilitate Student and young people's learning and development through mentoring by:

40. Identifying the learning and development needs of Student and young people

Planning with students and young people how learning and development needs will be addressed through mentoring

Mentoring students and young people to achieve identified outcomes

Reviewing the effectiveness of mentoring with students and young people

41. Contribute to improving attendance by:

Contributing to monitoring attendance

Contributing to processes and procedures for improving attendance

42. Support Student and families through home visiting by:

Establishing, developing and maintaining relationships with families

Providing support for families

Liaising with colleagues, professionals and agencies to support families

43. Lead an extracurricular activity by:

Preparing students and young people for the activity

Introducing students and young people to the activity

Leading the activity

Maintaining and encouraging effective working relationships during the activity



44. Contribute to maintaining Student records by:

Collecting and inputting student data

Contributing to maintaining the record-keeping system

45. Monitor and maintain curriculum resources by:

Monitoring and maintaining supplies of curriculum resources

Organising and maintaining curriculum resources

46. Escort and supervise Students on educational visits and out-of-school activities by:

Escorting students on visits and out-of-school activities

Supervising students on visits and out-of-school activities

46. Liaise with parents, carers and families by:

Establishing and maintaining relationships with parents, carers and families

Facilitating information sharing between the school and parents, carers and families

SECONDARY DUTIES

1. Uphold the professional standards expected of every member of Trust staff in all dealings with colleagues, students, parents / carers and the wider community and adhere to the principles expressed in the aims of the Trust.
2. Work collaboratively across departments with colleagues and students to ensure the Academy and Trust operates as effectively as possible to achieve its aims. Develop collaborative working relationships with other managers and colleagues in the Trust.
3. To participate in programmes of training as a trainee and when required as a trainer facilitator. Actively contribute to the continued development of the Trust by attending training, participating in relevant meetings, and putting forward ideas for improvement. To demonstrate a commitment to self-review and professional development.
4. Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns as appropriate.
5. Maintain designated databases/files in accordance with Trust policies for data governance, as appropriate for the role.
6. To support and participate in team working across the Trust, including working within other areas/ schools as required in the light of operational needs of the Trust and to facilitate the career development of the post holder. Prepare and contribute to Trust wide development by sharing best practice and professional feedback.



7. To undertake duties as part of the team rota - To act as a team member and undertake general office duties as and when required to support the overall service delivery to the academies, students and families. Be a positive, collaborative team member.
8. To undertake such other duties and responsibilities of an equivalent nature commensurate with the level of responsibility that may be allocated periodically, as may be determined from time to time by the Headteacher (or nominated representative) in consultation with the postholder (and if he/she so wishes, with his/her Trade Union representative).
9. The postholder's duties must at all times be carried out in compliance with the Trust's Equal Opportunities Policy and other policies designed to protect employees or service users from harassment.
- a) Take reasonable care of the health and safety of self, other persons and resources whilst at work.
 - b) Cooperate with management of the trust as far as is necessary to enable the responsibilities placed upon the trust under the Health and Safety at Work Act to be performed, e.g. operate safe working practices including both mental and physical wellbeing.
 - c) It is the duty of the postholder not to act in a prejudicial or discriminatory manner towards employees. The postholder should also counteract such practice or behaviour by challenging or reporting it.
10. To attend and participate in meetings as required.
11. Play a full part in the life of the Academy community, supporting our ethos and values encouraging staff and students to follow this example.
12. Support the Academy and the Trust in meeting our legal requirements for worship.
13. Actively promote the Academy and Watergrove Trust corporate policies.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year as part of the performance management cycle and may be subject to modification or amendment at any time after consultation with the post holder.

To undertake such other duties and responsibilities of an equivalent nature, particularly in response to the changing role of the Trust, as may be determined by the Watergrove Trust from time to time in consultation with the postholder and, if he/she so wishes, with his/her trade union representative.



Job Description Prepared by: _____ Date: _____

Postholder Signature: _____ Date: _____

Please see below for person specification

Watergrove Trust Person Specification

Academy :	Wardle Academy	Post:	<i>Teaching Assistant Level 3</i>
Section :	Associate Staff	Scale:	Grade 4

Note to Applicants:

Essential Criteria (E) are the qualifications, experience, skills or knowledge that you **MUST SHOW YOU HAVE** to be considered for the job.

There are a range of methods by which this information can be obtained. The '*How Identified*' column illustrates how the Trust will obtain the necessary information about you.

For example: Where **(AF)** is indicated next to an *Essential Criteria* you **MUST** include details relating to this aspect in your **Application Form**. You must include examples from either paid, or voluntary work. Do not leave gaps in employment.

Watergrove Trust is committed to safeguarding and promoting the welfare of children and young people and expects staff to share this commitment.

Criteria	Essential (E) or Desirable (D)	How Identified: LOI Letter of interest I Interview C Check certificates A Assessment
Qualifications		
To possess minimum GCSE English and Mathematics at Grade A*- C, or a Level 2 qualification in Literacy and Numeracy or CSE Grade 1 in English and Mathematics, or equivalent	E	LOI/C



To possess a relevant NVQ Level 3 for Teaching Assistants, or have an equivalent qualification or experience	E	LOI,/C
Trained in relevant learning strategies and/or a particular learning or curriculum area	E	LOI,/C
Skills, Experience & Ability		
Importance of safeguarding/child protection when working in a academy setting	E	LOI/I
Build effective working relationships with all students and colleagues	E	LOI/I
Understanding of and willingness to use technology to support learning	E	LOI/I
Work effectively within a team environment, understanding classroom roles and responsibilities.	E	LOI/I
Work within the Academy's ethos and role model positive attributes	E	LOI/I
Working with and/or caring for young people	E	AF/I
How ICT can support learning	E	AF/I
Primary school curriculum	E	AF/I
Commitment to inclusion in an academy setting	E	AF/I
Communicate effectively and sensitively with students, young people and colleagues	E	AF/I
Organise and manage learning activities in ways which keep students safe	E	AF/I
Actively encourage and motivate students to advance their learning	E	AF/I
Importance of safeguarding/child protection when working in a academy setting	E	AF/I
Personal Skills & Attitudes		
Enthusiastic with a love of learning	E	AF, I
An understanding and proven commitment to all aspects of equal opportunities	E	AF, I
A caring and positive person	E	AF, I
Good communication skills – written and oral	E	AF, I
Well-organised and pays attention to detail	E	AF, I
Willingness to go the extra mile for our students	E	AF, I
Self motivated	E	AF, I
Values and Behaviours		
Our mission then is to be ever “Providing more” to the communities we serve, to enable life in all its fullness.		
Our Trust is enabled by a mutual interdependence within which we will always: • Coach • Challenge • Innovate	E	AF/I



Special Working Conditions		
Improve own knowledge and practice by participating in professional reviews and display commitment to continual professional development	E	AF/I
The ability to recognise and respond appropriately to situations that challenge equality of opportunity	E	AF/I
Be committed to working within the Academy's policies and procedures and adhering to safe working practices	E	AF/I
Ability to attend meetings out of the Academy's hours.	E	AF/I
When required: Assisting students in line with moving and handling guidelines when toileting, feeding and transferring.	E	AF/I
Providing hygiene care to students	E	AF/I
Lifting and carrying equipment as required	E	AF/I

