

JOB DESCRIPTION

JOB TITLE:	Teaching Assistant (Level 4)
ACADEMY:	
GRADE:	Grade 5 (SCP 18 – 23)

JOB PURPOSE:

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development.

KEY TASKS – Support for Pupils

1. Establish rapport and respectful, trusting relationships with pupils, acting as a role model and setting high expectations.
2. Promote inclusion and acceptance of all pupils, and encourage them to interact with other through engaging with a wide range of activities.
3. To assess, supervise, assist and support pupils, including those with special needs, to access learning activities, through in-depth knowledge of the curriculum and knowledge of how pupils learn.
4. The role may include supporting and implementing pupils' personal programme, including social, health, physical, hygiene, and welfare matters. The pupil may also need assistance to access different areas of the school. Following appropriate training and in line with school procedures, to administer basic first aid and/or medication as required.
5. Make effective use of ICT in learning activities and develop pupils' competence and independence in its use.
6. Contribute to and implement Individual Education Plans and Behaviour Plans.
7. Promote self esteem and independence and employ strategies to recognise and reward achievement of self-reliance.
8. Provide specific feedback in discussion with pupils on their progress and achievement, in line with school policy.

KEY TASKS – Support for teachers

9. Within an established discipline policy, anticipate and manage behaviour constructively,

promoting self-control and independence.

10. Support the role of parents in pupil learning and contribute to meetings with parents to provide constructive feedback on pupil progress, achievement, problems etc.
11. Work with the teacher to plan lessons. Produce, evaluate and adjust lesson plans and worksheets as appropriate to meet pre-determined learning objectives.
12. Deliver learning activities, which are part of local and national learning strategies, e.g. literacy, numeracy, KS3 or early years (**define those required**), to pupils within an agreed system of supervision, adjusting activities according to individual pupil learning styles and needs. This will involve individual, group and whole class work and may take place when the teacher is not present.
13. Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
14. Administer and undertake routine marking of pupils' work using an explicit mark scheme that does not require interpretation. Invigilate tests / examinations as required.
15. Provide objective and accurate feedback and reports as required on pupil achievement, progress, and other matters, both in lessons and other activities. Systematically record pupils' progress and achievements, ensuring availability of appropriate evidence.
16. Organise and manage an appropriate learning environment and resources.
17. Select and prepare resources necessary to lead/support learning activities, taking account of pupils' interests, language and cultural backgrounds.
18. Provide clerical support for teachers, e.g. photocopying, filing, record-keeping, collecting money, checking of deliveries and placing goods in stock and maintaining records of stock; administering coursework, production of work sheets for agreed activities.

KEY TASKS – Support for the school

19. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of pupils. Contribute to the development of appropriate multi-agency approaches to supporting pupils.
20. Deliver out-of-school learning activities within guidelines established by the school and/or Trust.
21. Contribute to the identification and implementation of appropriate out of school learning activities, which consolidate and extend the school activities.
22. Provide cover for classes during short-term absence of teachers within the agreed system of supervision. Maintain good order and keep pupils on task. This could involve adjusting activities to take account of pupil needs and responding to pupil questions.

STANDARD DUTIES

1. To understand the importance of inclusion, equality and diversity, both when working with pupils and with colleagues, and to promote equal opportunities for all.

2. To uphold and promote the values and the ethos of the school.
3. To implement and uphold the policies, procedures and codes of practice of the School, including relating to customer care, finance, data protection, ICT, health & safety, anti-bullying and safeguarding/child protection.
4. To take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school, e.g. challenging a stranger on the premises.
5. To participate and engage with workplace learning and development opportunities to continually improve own performance and that of the team/school.
6. To attend and participate in relevant meetings as appropriate.
7. To undertake any other additional duties commensurate with the grade of the post.

CONTACTS:

Colleagues working within the School, Pupils, Parents/relatives/carers, Peripatetic services, Educational Psychologists and other education or health care professionals, Governors

RELATIONSHIP TO OTHER POSTS IN THE DEPARTMENT:

RESPONSIBLE TO: (Insert name of line manager)

RESPONSIBLE FOR: Not Applicable

SPECIAL CONDITIONS:

Enhanced CRB Disclosure is required

	DATE	NAME	POST TITLE
PREPARED			
REVIEWED			
REVIEWED			

PERSON SPECIFICATION

Job Title: Teaching Assistant – Level 4

	Selection criteria (Essential)	Selection criteria (Desirable)	How Assessed
Education & Qualifications	<p>NVQ 3 for Teaching Assistants, or equivalent qualification</p> <p>Literacy and Numeracy skills equivalent to Level 2 of the National Qualification & Credit Framework</p> <p>Training in relevant learning strategies e.g. literacy/ Key Stage 3</p> <p>Training in a particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc</p>	<p>Paediatric First Aid certificate</p>	<p>AF / I (bring certificates to interview)</p> <p>AF / I</p> <p>AF / I</p> <p>AF / I</p> <p>AF / I</p>
Experience	<p>Experience of preparing and delivering resources which contribute to pupils learning objectives</p> <p>Experience of effectively using ICT to support learning</p> <p>Experience of contributing to and implementing Individual Education Plans</p> <p>Experience of preparing feedback on pupil's achievement and progress to contribute to the overall feedback produced by the class/subject teacher</p> <p>Experience of working with pupils with different abilities and adapting your approach in accordance with pupil's needs</p>	<p>Experience of supporting children in a pre-school setting.</p>	<p>AF / I</p> <p>AF / I</p> <p>AF / I</p> <p>AF / I</p> <p>AF / I</p>

Skills & Abilities	Interpersonal skills to build and maintain successful relationships with pupils, treat them consistently with respect and consideration, and demonstrate interest in their development as learners		AF / I
	Communication skills to sensitively with parents and carers		AF / I
	To demonstrate and promote the positive value, attitudes & behaviour you expect from pupils with whom you work		AF / I
	Creative skills to contribute to and adapt learning activities relating to the National Curriculum and other learning objectives		AF / I
	Team-work skills to work collaboratively with colleagues and to carry out your role effectively knowing when to seek help and advice		AF / I
	Effective organisational skills to work under pressure to complete tasks to potentially conflicting deadlines		AF / I
	To constantly improve own practice/ knowledge through self evaluation and learning from others		AF / I
Knowledge	Working knowledge of the policies/codes of practice/legislation relevant to the role, including the promotion of pupil's welfare	Knowledge of a Community language, e.g. British Sign Language, Urdu or Polish	AF / I
	Knowledge of the National Curriculum and other learning programmes		AF / I
	Understanding of child development and learning styles and processes		AF / I
	Knowledge of appropriate		

	resources available (at relevant Key Stage) to support learning programmes		AF / I
	Understanding of equal opportunities and inclusion, and how they apply in a school setting		AF / I
Work Circumstances	To work flexibly as the workload demands		AF / I
	Occasional out of hours working to support school functions		AF / I

Abbreviations: AF = Application Form; I = Interview.

NB. - Any candidate with a disability who meets the essential criteria will be guaranteed an interview