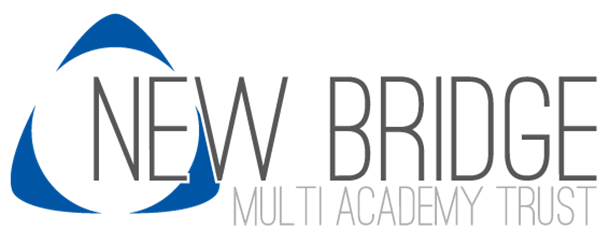
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| Job Description | |
| Job Title: | Teaching Assistant Level 4 Deliverer |
| Pay Grade / Scale / Range: | SO1, SCP 23-25  SEN allowance |
| Working hours: | 36 hours 40 minutes per week / 195 days per year |
| Location: | Hollinwood AcademyYou may be required to work across any sites within the New Bridge MAT |
| Benefits & Perks: | TOIL scheme, Occupational Pension Scheme, Occupational Sickness Scheme; Healthcare scheme |
| Staff responsible to: | Head of School/Director for Curriculum and Assessment/Executive Head teacher |
| Staff responsible for: | Classroom Support |
| Accountable to: | Chief Executive Officer |
| Probationary period: | 26 working weeks for new staff to the organisation |

**Our organisation is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and post holders to share this commitment. An enhanced DBS certificate is required for this post.**

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 whole classes and monitoring students and assessing, recording and reporting on students’ achievement, progress and development.

Responsible for the management and development of Outdoor Education, PE, preparation for adulthood and other curriculum lessons within the school and/or supervision of other teaching assistants including allocation and monitoring of work, mentoring and training.

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| **General tasks** |

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| **O**  **Overall purpose of the job** |

1. Establish rapport and respectful, trusting relationships with students, acting as a role model and setting high expectations.
2. To ensure the effective management and deployment of teaching/support staff, financial and physical resources within the department.
3. To assess, assist and support students to access a range of learning activities, through specialist skills, in-depth knowledge of the National Curriculum and theoretical knowledge of how students learn.
4. Ensure the school’s Health and Safety policy is implemented and monitored in the department, including appropriate risk assessments when necessary.
5. To play a full part in the life of the school community, to support its distinctive vision and ethos and to encourage and ensure staff and pupils follow this example.
6. The role may include supporting and implementing student’s personal programmes, relating to social, health, physical, hygiene and welfare matters, and appropriate communication methods.
7. To ensure safety, welfare and personal care are attended to with dignity, empathy and respect. The students may also need assistance to access different areas of the school. Following appropriate training, administer first aid to students in line with school procedures.
8. Make effective use of ICT in learning activities and develop students’ competence and independence in its use.
9. Contribute to and implement Individual Education Plans, Behaviour Plans and activity-based risk assessments (including off site activities) in line with health & safety policy.
10. Promote self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance.
11. Provide specific feedback in discussion with students on their progress and achievement, in line with school policy.

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| **Key Tasks** |

1. To ensure the provision of an appropriately broad, balanced, relevant and adapted curriculum for all pupils.
2. To respond to parental enquiries if required.
3. Support the role of parents in student learning and contribute to /lead meetings with parents to provide constructive feedback on student progress, achievement, problems etc.
4. Within an agreed system of supervision, plan and prepare creative and challenging teaching and learning objectives. Produce, evaluate and adjust lesson plans and learning resources, such as worksheets, as appropriate.
5. Deliver learning activities, which are part of local and national learning strategies, across the key stages relevant to your setting, to students within an agreed system of supervision, adjusting activities according to individual student learning styles and needs. This will involve individual, group and whole class work and may take place when the teacher is not present.
6. Monitor and evaluate student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
7. Provide objective and accurate feedback and reports as required on student achievement, progress, and other matters, both in lessons and other activities.
8. Systematically record students’ progress and achievements, ensuring availability of appropriate evidence.
9. Administer and undertake routine marking of students’ work using an explicit mark scheme that does not require interpretation. Invigilate tests / examinations as required.
10. Organise and manage an appropriate learning environment and resources.
11. Select and prepare resources necessary to lead/support learning activities, taking account of students’ interests, language and cultural backgrounds.
12. Advise on appropriate deployment and use of specialist aid, resources and equipment.
13. Assist with display of student’s work as required.
14. To provide enrichment and extra-curricular activities within the department to enhance learning.
15. To actively promote the school’s aims and values.
16. To play an active role in school life including extra-curricular activities, lunch and break time duties.
17. Share the responsibility with other managers for the maintenance of a learning environment and the well-being of pupils throughout the day and at the end of the school day, for example bus duty.

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| **Key Tasks – Support for the school** |

1. Promote positive values, attitudes and good student behaviour. Anticipate and manage promptly with challenging behaviour, conflicts and incidents whilst encouraging students to take responsibility for their own behaviour, and promoting self-control and independence, all in line with established school policies, e.g. the use of Team-teach.
2. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of students. Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting students.
3. To transport students to enable them to access a broad and balanced curriculum and ensure clear relationships between home/school liaison. (Following specific training and appropriate checks on own vehicle and insurance)
4. Organise and deliver out-of-school learning activities within guidelines established by the school.
5. Contribute to the identification and implementation of appropriate out of school learning activities, which consolidate and extend the school activities.
6. Provide cover for classes within the agreed system of supervision. This could be regular planned cover for the teacher, i.e. for PPA time (Planning, Preparation and Assessment) or could be for the short-term absence of teachers.
7. Supervise other teaching assistants in class, and take part in the recruitment, induction, performance management, training and mentoring of Teaching Assistants.
8. Liaise between managers, teaching staff and teaching assistants to ensure appropriate deployment of staff.
9. To undertake appropriate CPD related to the role of TA4 Deliverer.
10. To ensure all learning environments have inspiring displays including pupils’ work which is regularly updated.

**Standard Duties**

1. To understand the importance of inclusion, equality and diversity, both when working with students 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, subject to the school’s training plan, working 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.

All colleagues are expected to comply with any reasonable request from the Chief Executive Officer or his representative to undertake work of a similar level that is not specified in this job description.

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| **Special Conditions:**  An Enhanced Disclosure and Barring Service (DBS) check is required for this post |

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| **Contacts:**  Pupils, parents, staff, governors, visitors to the school, professionals from outside agencies, teachers from other schools. |

**Responsible for: Teaching Assistants in class**

**Responsible to: Director for Curriculum and Assessment and Head of School**

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| **PLEASE NOTE**: The selection panel will use the emboldened criteria below to shortlist. Only those applicants who demonstrate that they meet those criteria (to the panel’s satisfaction) will be invited to interview. | | |
|  | **Selection Criteria** | **How Assessed** |
| **Education & Qualifications** | **GCSE: Mathematics/English and then role dependent A\*-C (4-9)**  **Qualifications equivalencies and/or relevant to role**  Team-teach training at either a Foundation or Basic level  Driving licence free from significant endorsement  Training in a particular curriculum or learning area e.g. English, Maths, Living Skills, Preparation for Adulthood, PE | Personal profile and Certificates |
| **Experience & Knowledge** | **Experience of working with, and understanding, the main challenges for young people with ASC/SEMH and moderate learning difficulties**  Experience of the implementation of behaviour management strategies  Experience of dealing with parents and carers  Experience of planning, delivering and evaluating own teaching practice  **Experience of teaching Outdoor Education, lessons in preparation for adulthood, and/or experience in teaching national curriculum lessons.**  **Experience of contributing to EHCP reviews, updating EHCP targets and providing opportunities for children and young people to meet their targets.**  Experience of working within a childcare educational setting  Experience of developing and implementing planned learning experiences  Experience of effectively using ICT to support learning  Experience of supervising others  Experience of developing and implementing Individual Education Plans, Behaviour Plans and activity-based risk assessments  Experience of preparing feedback on student’s achievement and progress to contribute to the overall feedback produced by the class/subject teacher  Experience of working with students with different abilities, including special educational needs, and adapting own approach and learning resources in accordance with student’s needs and identified learning styles.  Full working knowledge of the policies/codes of practice/legislation relevant to the role, including the promotion of students’ welfare.  Knowledge of the National Curriculum and other learning programmes.  Understanding of equal opportunities and inclusion, and how they apply in a school setting.  Understanding of how safeguarding and confidentiality are important when working with children and young people. | **Personal profile**  **Interview** |

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|  | **Selection Criteria** | **How Assessed** |
| **Skills and Abilities** | Able to set high expectations and standards, and provide a role model for pupils and staff  **Able to demonstrate high quality, creative and innovative classroom practice to engage, motivate and inspire pupils.**  **Able to promote learning and enhance skills beyond the curriculum and the classroom.**  Interpersonal skills to build and maintain successful relationships with students, treat them consistently with respect and consideration, and demonstrate interest in their development as learners.  To demonstrate and promote the positive value, attitudes & behaviour you expect from students with whom you work.  **Communication Skills: the ability to -**   * communicate effectively, orally and in writing, to a range of audiences * consult and negotiate to achieve specific objectives * establish and manage good communication systems * chair and contribute to meetings effectively * **able to work cooperatively as a team member and to direct the work of Teaching Assistants to effectively support children’s learning** * Communication skills to liaise sensitively with parents and carers, fostering their interests in their child’s development and activities of the school   **Self-management: the ability to -**   * prioritise and manage one’s own time effectively * work consistently to deadlines * set and achieve challenging but realistic goals * take responsibility for one’s own professional development | **Personal profile**  **Interview** |

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|  | **Selection Criteria** | **How Assessed** |
| **Work Circumstances** | The ability to secure an effective work: life balance.  To work flexibly as the workload and needs of the students’ demand.  To travel and work at other locations/schools as may be required.  Occasional out of hours working to support school functions. | Interview |
| **Safeguarding** | **Knowledge of Safeguarding and Child Protection expectations**  **Knowledge and understanding of strategies for inclusion and equal opportunities**  **Knowledge of Health and Safety expectations affecting children and adults across the school** | Interview |

