**Teaching Assistant**

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| **Employment details** | |
| Location | Sulby Avenue, Middlesbrough, TS3 8RD. |
| Reports to | Headteacher |
| Hours of work | 35 hours Term Time (Part time), Plus 1 Week |
| Grade | Level 2: NJC SCP 8  Level 3: NJC SCP 12-15 |
| The role of Teaching Assistant at River Tees Academies involves working under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. Staff may also supervise whole classes occasionally e.g. during short-term absence of teacher or for regular short periods with teacher’s planning provided.  Where required, our Teaching Assistants may be directed to chaperone on our school transport service. | |
| |  | | --- | | **Support the pupils**   * Use specialist (curricular/learning) skills/training/experience to support pupils. * Assist with the development, implementation and evaluation of EHCP/SEND Support Plans. * Establish productive working relationships with pupils, acting as a role model and setting high expectations. * Promote the inclusion and acceptance of all pupils within the classroom. * Support pupils consistently whilst recognising and responding to their individual needs. * Encourage pupils to interact and work co-operatively with others and engage all pupils in activities. * Promote independence and employ strategies to recognise and reward achievement of self-reliance. * Provide feedback to pupils in relation to progress and achievement. * Provide specific interventions to support pupil’s social, emotional, academic and SEN progress. |  |  | | --- | | **Support the teacher**   * Work with the teacher to establish an appropriate learning environment. * Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate. * Monitor and evaluate pupils’ responses to learning activities through observation and planned recording of achievement and progress 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. * Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested. * Undertake feedback on pupils’ work and accurately record achievement/progress. * Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour. * Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed. * Administer and assess routine tests and invigilate exams/tests. * Provide general clerical/admin support e.g. administer coursework, produce worksheets for agreed activities etc. * Maintain classroom displays to a good standard and in-line with academy expectations. |  |  | | --- | | **Support for curriculum**   * Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs. * Implement local and national learning strategies e.g. reading and phonics and make effective use of opportunities provided by other learning activities to support the development of relevant skills. * Support the use of ICT in learning activities and develop pupils’ competence and independence in its use. * Help pupils to access learning activities through specialist support. * Determine the need for, prepare and maintain general and specialist equipment and resources. |  |  | | --- | | **Support for the Academy**   * 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 pupils have equal access to opportunities to learn and develop contribute to the overall ethos/work/aims of the academy. * Establish constructive relationships and communicate with other agencies/professionals and families, in liaison with the teacher, to support achievement and progress of pupils. * Use the MIS system to effectively record and report behaviour, progress and communications. * 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. * Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate. * Undertake planned supervision of pupils’ out of academy hours learning activities. * Supervise pupils on visits, trips and out of academy activities as required. * Chaperone on school transport as directed. |   The above duties and responsibilities cannot totally encompass or define all tasks which may be required of the incumbent. The outlined duties and responsibilities may, therefore, vary from time to time without materially changing either the character or level of responsibility; these factors are reflected in the post grade.  All employees are expected to demonstrate a commitment to the principles of equal rights both in relation to employment issues and service delivery and to adhere to the policies of the Council in performance of their duties.  All employees are expected to respect all confidentialities and principles and practice of the Data Protection Act.  All post holders are required to comply with Health and Safety policies and legislation.  **Validation**  **Validation date:**  **Employee Name:**  **Employee Signature:**  **Managers Name:**  **Managers Signature:** | |

**Person specification**

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| **Qualifications and training** | |
| **Essential** | **Desirable** |
| * Two or more GCSEs at grades 9 to 4 or equivalent, including English and maths. * NVQ 3 for Teaching Assistants or equivalent qualification or experience. | * Training in the relevant strategies e.g. literacy and/or in particular curriculum or specific learning area E.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc. * Relevant Qualification in Education. * Appropriate first aid training. |
| **Experience** | |
| **Essential** | **Desirable** |
| * Experience of working in the same or similar position. * Working with or caring for children of relevant age. | * Working in an education or alternative education setting. * Knowledge of data protection. * Understanding of governmental policy relating to children and young people and support agencies. |
| **Knowledge & skills** | |
| **Essential** | **Desirable** |
| * Effective use of ICT to support learning. * Use of other equipment technology. * Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation. * Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies. * Understanding of principles of child development and learning processes. * 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. |  |
| **Personal traits** | |
| **The successful candidate will be** | |
| * Able to work independently but also as part of a team. * Dedicated to their practice. * Punctual and professional. * Able to maintain successful working relationships with colleagues. * Reliable and able to be flexible in their approach to work. * Ability to work independently outside of the usual school hours. * Positive and engaging. * Able to plan and take control of situations. * Capable of handling demanding workload and successfully prioritising work. * Empathetic to those who face barriers to their learning. * Patient with pupils who take longer to understand information. | |