Fierté Multi-Academy Trust

Inspiring All to Excellence

JOB DESCRIPTION & PERSON SPECIFICATION

Job Role	Teaching Assistant – Teaching and Learning (Cover) Level 3
Grade/Salary	Grade 4 scp 6-7
Responsible to	Headteacher

Statement of Purpose

To work under the direct instruction of teaching staff. Provide specific support to the teacher in the care of pupils and management of the Year 1 classroom. Work may be carried out in the classroom or outside the main teaching area. Assist teacher in the following:

Support to Pupils

- Provide pastoral support to pupils within the school environment.
- Assist children in matters of personal needs and their general health including first aid and welfare matters.
- Provide structured support in accordance with specific work programmes designed and supervised by individual teachers.
- To contribute to raising standards by ensuring high expectations are promoted for all pupils.
- Involvement in the implementation of Individual Education/Behaviour/ Support/Mentoring plans.
- Provide general support to pupils, ensuring their safety, by complying with good H&S practice and school/Trust policies
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.
- Encourage pupils to interact with others and engage in activities and opportunities.

Support to Teacher

- To act as Cover Supervisor during teacher absence under the direction of a teacher/designated member of staff. *Cover will be in accordance with the nationally agreed protocols and as provided for in the Education Act 2002. (The role of Cover Supervisor will be to supervise and take sole responsibility, for short term cover only, for a class/group who are undertaking pre-planned work or where pupils are able to undertake effective, self-directed learning[1].)*
- Provide structured support in accordance with specific work programmes designed and supervised by individual teachers.
- Support the teacher in the development and implementation of Individual Education/Behaviour Plans.
- Assist in maintaining classroom discipline through the implementation of the schools' behaviour management strategies.
- Provide support to pupils to achieve learning goals (both personal and those in line with the curriculum and assessment procedures).

- Supervise pupils for a particular curriculum activity under the supervision and guidance of a qualified teacher.
- Assist the teacher with the planning and marking of learning activities.
- Assist the teacher in monitoring pupils' responses to learning activities and accurately record achievement/progress as directed.
- Co-ordinate and organise pupils attending extra-curricular activities or other out of school activities under guidance of teacher.
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Provide general admin support, for classroom activities e.g. preparation for agreed activities, displays etc.

Support for the Curriculum

- To provide support in English/Maths/SEN strategies/wider curriculum
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Contribute to curriculum planning, evaluation and implementation.
- Contribute to development of school policies and procedures by participation in working groups.
- Contribute to the development, preparation and dissemination of appropriate materials.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Promote the ethos of the School at all times.
- Be aware of and comply with policies and procedures relating to Safeguarding and Child Protection, Health, Safety and Security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Attend relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.

Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.

JOB DESCRIPTION & PERSON SPECIFICATION

Person Specification - Teaching Assistant

Essential Criteria	Measured By
Experience • Three years' experience of working to support children's learning gained in a relevant environment.	AF/I
Qualifications/Training • Very good numeracy/literacy skills equivalent to GCSE grade C and above. • NVQ 3 for Teaching Assistant or recognised equivalent qualification (or relevant equivalent experience as NVQ2 and training leading to NVQ3 Level).	AF/I
Knowledge/Skills • Full working knowledge of relevant policies/codes of practice. • An understanding of curriculum matters and to be able to contribute effectively to curriculum development, planning, evaluation and implementation. • In depth understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years. • Understanding of principles of child development and learning processes. • Ability to plan effective actions for pupils at risk of underachieving. • Effective use of ICT to support learning. • Use of other equipment technology – video, photocopier. • Well-developed interpersonal skills to be able to relate well to a wide range of people. • Work constructively as part of a team whilst being able to demonstrate initiative. • Good communication skills.	AF/I/PE

Behavioural Attributes • Customer focused. • Has a friendly yet professional and respectful approach, which demonstrates support and shows mutual respect. • Open, honest and an active listener. • Takes responsibility and accountability. • Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. • Is committed to the provision and improvement of quality service provision. • Demonstrates a "can do" attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is adaptable to change/embraces and welcomes change. • Acts with pace and urgency being energetic, enthusiastic and decisive. • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.	AF/I

AF - Application form I – Interview PE – Practical exercise

Note 1:
In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- *Motivation to work with children and young people.*
- *Ability to form and maintain appropriate relationships and personal boundaries with children and young people.*
- *Emotional resilience in working with challenging behaviours and*
- *Attitudes to use of authority and maintaining discipline.*