



Shaw
Education
Trust



Careers

at Shaw Education Trust



Job Title:	Senior Teaching Assistant
Grade:	6
SCP:	SCP 20 – SCP 24
Conditions of Service:	Support Staff Contract
Responsible to:	Headteacher

Job Purpose

In conjunction with Senior Management to:

- Co-ordinate a team of Teaching Assistants on a day-to-day basis. Ensure that Teaching Assistants are fully up to date with curriculum developments on a school basis.
- Use specialist knowledge and experience to provide appropriate support to pupils in relation to their individual abilities. Work may be carried out in the classroom or outside the main teaching area.
- Undertake role of qualified teaching assistant as and when required.
- Work with teachers in delivering agreed learning activities under an agreed system of supervision.

Key Responsibilities

Support for Pupils

- Provide structured support, including tutorial support, in accordance with specific work programmes designed by individual teachers.
- To contribute to raising standards by ensuring expectations are set for pupils.
- Support the development and implementation of Individual Education/Behaviour/Support/ Mentoring plans.

Support for Teaching Assistant Staff

- To liaise with the Senior Management Team to ensure the recruitment and training of Teaching Assistants.
- To supervise teaching assistants at the school.
- To allocate work to teaching assistants at the school.
- To take a lead in disseminating best practice in relation to the Teaching Assistant role, providing training, advice and support to staff that support teachers in the classroom including induction training.

Support for the 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 preplanned work or where pupils are able to undertake effective, self directed learning1).
- Support pupils' access to learning using appropriate strategies, resources etc.
- Supervise pupils for a particular curriculum activity under the supervision and guidance of a qualified teacher.
- Undertake more complex marking of planned work.
- In conjunction with teacher, record pupils progress, provide feed back to appropriate education professionals
- Use information to develop appropriate learning plans to raise achievement

- Co-ordinate and organise pupils attending extracurricular activities/work experience or other out of school activities under the guidance of the teacher.

Support for the Curriculum

- Working under guidance of a teacher, contribute to curriculum planning, evaluation and implementation.
- Contribute to development of school policies and procedures by participation in working groups.
- The development, preparation and dissemination of appropriate materials.
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

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.
- 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.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Appreciate and support the role of other professionals.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Contribute to the achievement of the school's objectives.
- **Promote inclusion and acceptance of all pupils within the school.**
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Be aware of, support and ensure equal opportunities for all.
- Assist with pupil needs as appropriate during the school day.

Safeguarding

- Take responsibility for promoting the safety and welfare of all pupils.
- Report all concerns to an appropriate person.
- Co-operate and work with relevant agencies to protect children.
- Ensure all statutory requirements are adhered to, including prevention.

This job description is not prescriptive, nor necessarily a comprehensive definition of the position.

Notwithstanding the duties in this job description, you will be expected to undertake any other duties and tasks which are not specifically listed but are within the scope and remit of this post to ensure the effective delivery and development of the service.

Qualifications and Experience

Qualifications/Training

- Excellent numeracy/literacy skills at least equivalent to GCSE grade C and above.
- NVQ Level 3 for Teaching Assistant (or recognised equivalent qualification).

Experience / Knowledge / Skills

- Full working knowledge of relevant policies/codes of practice including school performance management policies.
- Three years experience of working to support children's learning, gained in a relevant environment.
- Experience of supervising people.
- A good understanding of curriculum matters and to be able to contribute effectively to curriculum development and delivery.
- 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.
- Have experience of, or demonstrate the ability to manage a team including the monitoring, evaluation and prioritisation of others' work.
- Have experience of, or demonstrate the ability to develop, implement and deliver training programmes for other staff.
- 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.
- Excellent communication skills.

Codification of expected norms and behaviours

Leadership, of self and others		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Build relationships between yourself and the team, and between team members. • Unify not divide the team, promote a culture of respect. • Manage conflict well and pro-actively. • Embrace and welcome accountability of self, and for team. • Care for the well-being of your team/colleagues. • Support the retention of good staff by creating a positive culture around workforce development and team communities. • Ensure good communication amongst your team and the wider organisation as appropriate. 	<ul style="list-style-type: none"> • Ensure effective workforce development and training for self and all, including coaching and mentoring. • Spot and nurture talent – in yourself and in others. • Positively engage in development opportunities and aptitude development. 	<ul style="list-style-type: none"> • Ensure clear roles and accountabilities for the team are well understood. • Develop and promote mutual accountability between colleagues in the team. • Deploy staff and resources effectively across the team. • Manage the workload of self and team. • Know your team(s)/colleagues well.
Model our values and behaviours		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Build trust within your teams and across the Trust. • Create and contribute to a psychologically safe environment so staff can work and flourish within your team and across the Trust. • Value compassion • Encourage a can-do approach personally and across your team. • Positively challenge poor behaviour and call it out. 	<ul style="list-style-type: none"> • Be self-reflective on your own strengths and be proactive in seeking support (via colleagues, reading or CPD) to understand any areas for improvement and ensure your development in these. 	<ul style="list-style-type: none"> • Display professional credibility to team, peers, and trustees.

<ul style="list-style-type: none"> • Be highly and consistently visible across the organisation and within your team. • Demonstrate a consistent approach and calmness. 		
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Motivate and inspire

Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Celebrate and acknowledge success of self and others. • Show and demonstrate the value of others – create an abundance culture where all can be successful without threat or competition. • Demonstrate drive and ambition for self, team and Trust. 	<ul style="list-style-type: none"> • Engage in wider networking, development opportunities and/or reading to gain inspiration and personal motivation. • Understand and share your ‘why’ – and revisit it regularly. 	<ul style="list-style-type: none"> • Communicate a precise and clear vision. • Set the journey ahead which is understood by all. • Evidence sharp goal setting and achievement. • Ensure errors, oversights and mistakes are rare.

Reflection

Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Demonstrate transparency and integrity within team and across the Trust. • Accept responsibility and be vulnerable, avoid a blame culture. 	<ul style="list-style-type: none"> • Take time to know yourself and engage in self-reflection and learning. • Ask thoughtful questions and seek the truth. • Give and accept feedback. 	<ul style="list-style-type: none"> • Encourage your team to reflect on efficiency and effectiveness, striving to gain a constantly improving approach.

Secure accountability by giving tools to succeed by...

Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Giving generously with your time. • Ensuring 1:1 meetings are useful and effective in driving improvement. • Providing support and removing barriers to success. • Be true to your word, if you say you will do something, do it. 	<ul style="list-style-type: none"> • Have high expectations of yourself and others, seek out best practice. 	<ul style="list-style-type: none"> • Ensuring absolute clarity in terms of expectation and ‘the ask’. • Allocating resources effectively to support KPI delivery. • Be willing and able to have challenging conversations.

In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

HH 03.05.2021

Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.