

# Job Description



Three  
Spires  
TRUST

*'Life in all its fullness'*

Academy	St Michael's CofE Primary Academy
Position	Teaching Assistant (Level 3)
Salary	TST Grade 4, SCP 5-6
Contract	37 hours per week, term time only, Fixed-Term.
Responsible to	Principal/Vice Principal

All staff have a pivotal role to play in every student's spiritual, moral, social and cultural development. Through our mission to ensure that every student experience's life in all its fullness, we ensure that we support each student through the promotion of our Christian values. This mission and our values underpin the work of every member of staff in all of our academies.

The duties outlined in this job description will be reviewed with the post holder on an annual basis in line with the academy's performance management procedures. It may be modified by the Principal with the agreement of the post holder, to reflect or anticipate changes in the job commensurate with the salary and job title.

## Statement of Purpose

To work under the direct instruction of teaching staff, usually in the classroom with the teacher. Provide specific support to the teacher in the care of pupils and management of the classroom. Work may be carried out in the classroom or outside the main teaching area. Assist teachers 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
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable.
- To contribute to raising standards by ensuring high expectations are promoted for pupils.
- Participate in the comprehensive assessment of pupils to determine those in need of particular help.
- Involvement in the implementation of Individual Education/Behaviour/Support/Mentoring plans.
- Arrange medical/dental visits as appropriate.
- Support provision for pupils with additional SEN needs.
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils.
- Provide general support to pupils, ensuring their safety, by complying with good H&S practice.
- 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 led by the teacher.

## Support to Teacher

- Contribute to the planning of adaptive teaching activities for individual or small groups of pupils with SEMH or SEN needs, delivering activities inside or outside of the classroom.
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning.
- Use IT skills to advance pupils' learning.
- Through observations, provide regular feedback to teachers on pupil progress, attainment and barriers to learning.

- Support teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment.
- Monitor, record and report on progress and attainment.
- Supervise a class if the teacher is temporarily unavailable.
- Contribute to the overall ethos, aims and work of the academy.
- Undertake any other relevant duties given by the class teacher or leaders.
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- Assist the teacher in the development, implementation and monitoring of systems relating to attendance and integration.
- Clerical/admin support relating to classroom activity e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc, and making phone calls etc.
- Co-ordinate and organise pupils attending extra curricular activities/work experience or other out of school activities under guidance of teacher.

### **Operational Responsibilities**

- To support and uphold academy policies.
- Promote and safeguard the welfare of children and young persons you 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.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the academy.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with student needs as appropriate during the academy day.

Post holder signature	
Principal signature	
Date	

## Person Specification

Essential Criteria	Measured by
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Three years experience of working to support children’s learning, gained in a relevant environment.</li> <li>• Experience of working with pupils with additional needs.</li> <li>• Experience delivering one to one support to a child or providing small group support.</li> </ul>	<p>Application form / interview</p>
<p><b>Qualifications/Training</b></p> <ul style="list-style-type: none"> <li>• Very good numeracy/literacy skills equivalent to GCSE C and above.</li> <li>• Level 3 for Teaching Assistant (or recognised equivalent qualification).</li> <li>• Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area such as dyslexia, ICT etc.</li> </ul>	<p>Application form / interview</p>
<p><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>• Full working knowledge of relevant policies/codes of practice.</li> <li>• In depth understanding of areas of learning, e.g. literacy, numeracy, science, SEN, Early Years.</li> <li>• Understanding of principles of child development and learning processes and in particular, barriers to learning.</li> <li>• Ability to plan effective actions for pupils at risk of underachieving.</li> <li>• Ability to self-evaluate learning needs and actively seek learning opportunities.</li> <li>• Effective use of ICT to support learning.</li> <li>• Excellent interpersonal skills to be able to relate well to a wide range of people.</li> <li>• Work constructively as part of a team whilst being able to demonstrate initiative.</li> <li>• Good communication skills.</li> </ul>	<p>Application form / interview</p>
<p><b>Behavioural Attributes</b></p> <ul style="list-style-type: none"> <li>• Customer focused.</li> <li>• Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect.</li> <li>• Open, honest and an active listener.</li> <li>• Takes responsibility and accountability.</li> <li>• Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service.</li> <li>• Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations.</li> <li>• Is committed to the provision and improvement of quality service provision.</li> <li>• Is adaptable to change/embraces and welcomes change.</li> <li>• Acts with pace and urgency being energetic, enthusiastic and decisive.</li> <li>• Communicates effectively.</li> <li>• Has the ability to learn from experiences and challenges.</li> <li>• 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.</li> <li>• Is committed to promoting the Christian ethos of the school.</li> </ul>	<p>Application form / interview</p>

*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.*