

JOB DESCRIPTION

Job Title: Teaching Assistant	
Section: Teaching Support	Reports to: Head of Campus
Working Pattern: 32.5 hours per week	Working Weeks per annum: 39

PURPOSE OF JOB

To undertake work /care / support programmes and to enable access to learning and to assist a teacher in the management of students in the classroom. To support teaching staff in the development and education of students with the provision of specialist skills as appropriate.

MAIN DUTIES AND RESPONSIBILITIES

1. General

- To undertake any duties of an appropriate nature as may be reasonably required by the Head of Campus.
- To assist teachers to maintain both the health and safety of all students and good order and discipline: to do so within the school's policies and guidelines.
- To be familiar with and follow all the school's policies and guidelines on all areas and aspects of school life.
- To play some part in the cycle of school and self-evaluation, planning monitoring and the delivery of school improvement.
- To help teachers maintain a classroom or rooms to the highest standard: supporting the comfort, safety, self-esteem and learning of the students.

2. Supporting Learning and Teaching

To help and support teachers to deliver effectively in the following areas:

- To undertake class teaching and all associated preparatory, assessment, recording and reporting work, in a subject specialism and / or other curriculum areas.
- To demonstrate skills in, and understanding of, a variety of teaching and learning strategies.
- To lead and / or substantially contribute to the planning and delivery of any necessary policy documents and schemes of work for those subjects.
- To impart knowledge, skills and understanding to each student following modified and individualised schemes of work that deliver the National Curriculum both within and, if appropriate, outside the prescribed Key Stages and programmes of study for each subject delivered.
- To regularly review the methods of teaching and programmes of work.
- To actively and demonstrably support and promote literacy, numeracy, ICT and Key Skills via the curriculum areas.
- To actively and demonstrably support and promote the personal, social and moral development of the students via their curriculum areas.

- To keep abreast with current thinking and development by attendance at appropriate courses, reading and other means of professional updating and training.
- To participate in meetings at the school which relate to the curriculum or the organisation and administration of the school.
- Supporting the curriculum as appropriate for groups and individuals.

3. Supporting, Caring and Mentoring

To help teachers to deliver effectively in the following areas:

- To know well and to be actively responsible for each individual student within the group sharing their successes and challenges.
- To intervene and provide support in promoting the general progress academically, socially and personally of all students within the group and to encourage them to take as full and active a part in the wider life of the school as possible.
- To liaise with colleagues, parents, educational support services and other agencies as appropriate.
- To lead or contribute significantly to any pertinent or necessary recording, reporting or assessment.

4. Support Their Own Personal Development

- Working collaboratively with colleagues.
- Seeking help and advice as appropriate.
- Building on and developing prior specialists knowledge and experience.
- Undertaking further training as appropriate.
- Seeking to improve practice via observation and discussion with colleagues.

5. Caring and Supporting

- Provide care, support, guidance, discipline and encouragement to the students in our care.
- Sponsor and care for all students: offering them fairness, boundaries, compassion.
- Act as a positive role model for staff and students alike.
- Behave as good, responsible parents would in caring for and managing the students.
- Work successfully alongside parents, stakeholders and outside agencies in fulfilling responsibilities.
- Interact appropriately with all members of the school community and its stakeholders.
- Adopt and implement the values and principles of physical restraint alongside the school's stated policies on safety, care and control and behaviour management.
- Proactive in maintaining the Academy environment: taking appropriate action where necessary.

MAIN DUTIES AND RESPONSIBILITIES – OTHER

6. Other Duties

- To maintain confidentiality at all times in respect of Trust related matters and to prevent disclosure of confidential and sensitive information.
- To work within and encourage the Trust's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.
- To promote the safeguarding of children.
- To carry out duties in accordance with the Trust's values, mission and vision.
- To contribute to the overall aims and targets of the Academy, appreciate and support the roles of other members of the staff team.
- Attend INSET, appropriate training and relevant meetings as required and participate in the Trust's staff performance.
- Carry out all duties and responsibilities with reasonable care for the health and safety of yourself and any other persons who may be affected by your acts or omissions at work and to co-operate fully with the Trust in health and safety matters.

Person Specification			
COMPETENCY	ESSENTIAL	DESIRABLE	ASSESSMENT
QUALIFICATIONS	NVQ level 2 or equivalent GCSE Maths & English (A-C grade)	NVQ Level 3 related to support for the learning of young people. SEN qualification	Certificates at Interview
KNOWLEDGE AND SKILLS	Takes responsibility and can work effectively and flexibly both independently and as part of a team Build effective working relationships with young people and colleagues Ability to communicate successfully through a variety of means Able to plan and record	Able to demonstrate high quality classroom practice Ability to contribute to the learning environment Knowledge and awareness of issues and factors related to underachievement and barriers to learning and participation A consistent approach to behaviour management	Application Form Interview
EXPERIENCE	Experience of working with young people. Transparent and logical work history.	Working with challenging behaviour. Working as LSA. Evidence of career achievement and progress.	Application Form Interview

OTHER	A safe and measured adult who can maintain safe boundaries with children and young people. Creative, enthusiastic, industrious, serving, patient, empathetic and caring. Willingness to challenge oneself to continually improve performance through self-evaluation and learning from others. Seek to maximise opportunities for young people. Car driver	Wants to grow professionally and develop thus improving service to students. Basic first aid.	Application Form Interview
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Note: This JD is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties. The duties of this post may vary from time to time, as required by the Line Manager, without changing their general character or the level of responsibility entailed.

Signature Line Manager:

Signature Job Holder:.....

Date:.....