

Inspiring Futures Through Learning – Role Profile



Role Title: **Teaching Assistant L4**

Accountable to: **Head Teacher**

JE Ref: **JE0764**

Grade: **F**

Purpose of job

To work with teachers to plan, organise and support teaching and learning activities for classes. The primary focus is to do specified work with individuals and groups under the direction and supervision of a qualified teacher. Level 4 roles will also be required to provide short-term cover supervision to whole classes on a scheduled and unscheduled basis.

TA Level 4 post holders take responsibility for the management of Teaching Assistants and other classroom support staff across the school and the development of a specialist area.

Key Objectives

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| 1 | To complement the professional work of Teachers/ Head teacher by leading and delivering learning objectives to children and young people as directed |
| 2 | Plan and deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/ needs whilst also delivering local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of pupils' skills |
| 3 | Manage the work and development of other classroom support staff throughout the school |
| 4 | Undertake at least one of the following: a. provide specialist* support to pupils with learning, behavioural, communication, social, sensory or physical difficulties b. provide specialist* support to pupils where English is not their first language c. provide specialist* support to gifted and talented pupils d. provides specialist* support to all pupils in a particular learning area e.g. ICT, literacy, numeracy, National Curriculum subject) * "specialist" requires the TA to have gained recognised expertise in relation to one or more of the specialisms through long-term, dedicated training and significant targeted practical experience. |
| 5 | Assess the needs of pupils using detailed knowledge and specialist skills to support learning and establish productive working relationships with pupils, acting as role model and setting high expectations as well as develop and implement IEPs |

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| 6 | Organise and manage appropriate learning environment and resources, to include teaching and learning objectives as planned by the class teacher. Evaluate and adjust lessons/ work plans as appropriate within an agreed system of supervision. |
| 7 | Support pupils in social and emotional well-being, reporting problems to the teacher, as appropriate |
| 8 | Supervise individuals and groups of pupils throughout the day, including supervisions in the classroom, playground and dining areas |
| 9 | Escort and supervise pupils on educational and out of school activities |
| 10 | Level 4 duties may be considered to include any individual tasks listed at Level 1, 2 or 3 when necessary and instructed by the class teacher. |

Schools benefit from a flexible approach to working arrangements – because of this, the tasks and responsibilities listed here are not definitive. Head Teachers may require particular additional duties to be undertaken to suit the specific school's requirements and these may be incorporated in the role requirements as long as they are at a similar and appropriate level to the other listed duties.

Scope

Under the guidance of the Head Teacher, manage the work of Teaching Assistants in the school by scheduling classes, managing temporary absences, dealing with escalated administrative issues, providing feedback on performance and development as required and other appropriate supervisory duties.

Work with pupils not working to the normal timetable

Assess, record and report on development, progress and attainment

Be responsible for the preparation, maintenance and control of stocks of materials and resources

Work is normally carried out in the classroom or similar environments, which may sometimes involve exposure to noise or other unpleasant conditions

Work Profile

Liaise with other staff and other relevant professionals and provide information about pupils as appropriate

Invigilate exams and tests

Attend to pupil's personal needs and implement related personal programmes, including social, special medical needs, physical hygiene and welfare matters with appropriate training/support

To adhere to school local and national authority's guidelines and exercise professional discretion at all times.

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.

Participate in training and other learning activities and performance development as required

Contribute to the overall ethos/work/aims of the school

Attend relevant meetings

To maintain confidentiality

Other information

Inspiring Futures Through Learning is committed to safeguarding and promoting the welfare of children. All employees are expected to share this commitment, to follow the Trust's safeguarding policies and procedures and to behave appropriately towards children at all times, both in work and in their personal lives.

All school based posts are defined as Regulated Activity and therefore this post is subject to an Enhanced with Barred List Criminal Records Bureau check.

Person Specification

| Skills and Knowledge | | | Level | Assess by; |
|---|---|---|----------|--|
| <u>A</u> ttainable | Successful applicants will be expected to obtain the denoted qualifications or experience within an agreed period of time | | <u>A</u> | A Application I Interview T Testing R Reference |
| <u>D</u> esirable | Applications will be preferred from candidates with the denoted qualifications or experience | | <u>D</u> | |
| <u>E</u> ssential | Applicants without the denoted qualifications or experience will not be considered for this role | | <u>E</u> | |
| Qualifications | HLTA qualification or equivalent | X | | A |
| Skills / Experience | Specialist skills in one or more curriculum or learning area | X | | A |
| | Experience in managing the work of others | | X | A |
| Competencies | | | Level | Assess by; |
| <u>A</u> wareness | Demonstrable aptitude and ability to develop in the particular work area | | <u>A</u> | A Application I Interview T Testing R Reference |
| <u>S</u> ignificant | Clear competence in the work element sufficient for all role requirements | | <u>S</u> | |
| <u>E</u> xtensive | Sufficient expertise in the work element to lead and mentor others, and influence policy and practice | | <u>E</u> | |
| Planning and organising work | Ability to plan and deliver designated learning programmes and strategies in conjunction with class teacher(s) | X | | I,R |
| Influencing and interpersonal skills | Ability to relate well to children, parents, teaching staff and other colleagues. | X | | I,R |
| | Establish productive working relationships with pupils and promote inclusion and acceptance of all pupils | X | | I,R |
| Using initiative | Adapting programmes to suit individual pupils and circumstances and identifying innovative approaches to learning activities | | X | I,R |
| Working independently | Ability to manage the classroom in the absence of the class teacher, maintaining appropriate behaviour and delivering learning activities in accordance with agreed plans | X | | I,R |
| Managing people | Managing Teaching Assistants and other support staff. | X | | I,R |
| Managing resources | Assisting with classroom set up. Use and safe keeping of classroom equipment and apparatus | X | | I,R |
| | Managing information resources in relation to pupils and TA staff | | X | I,R |
| Managing risk | Full working knowledge of relevant policies and practices in relation to health and safety, safeguarding, child protection. | X | | I,R |
| Managing oneself | Awareness of opportunities for professional self-improvement | | X | I,R |

