

JOB DESCRIPTION

Post title:	Teaching Assistant (<i>Level 3</i>)
Location:	Chetwynd Spencer Academy
Reporting to:	Phase Lead / Principal
Salary/Pay range:	NJC12-16
Hours of work:	Part Time 27.5 hours per week, Term time only

Purpose of the Role

To work with teachers to support teaching and learning as a whole and by working with individuals or small groups of pupils under the direction of teaching staff and, for short periods of time, to be responsible for the whole class in the absence of the teacher.

To deliver high-quality support to children and young people, accelerating the progress of groups of children and young people and developing high quality resources

Role:

- Assist in teaching an agreed timetable as set out by the class teacher.
- Work closely with the class teacher on a day to day basis.
- Work collaboratively with other colleagues.
- Activity support the smooth running of the class on a day to day basis.
- To assist with the development, planning, delivery and review of learning activities for individuals and groups of pupils in accordance with best practice and national guidelines.
- To take responsibility for the planning and delivery of specified packages of work such as lesson planning, assessment or reporting.
- To carry out specified duties with individuals, groups or classes under the direction of a qualified teacher

Measurable Performance Objectives for classroom-based Education support professionals will relate to:

- The delivery of high-quality support to children and young people
- Accelerating the progress of groups
- Developing high quality resources

Main Duties and Responsibilities

Working as part of this important team you will be required to carry out the following duties. The nature of the Academy Year requires some of these tasks to be done regularly whilst others will be on an annual cycle.

The post holder will be expected to use all Trust standard computer hardware and software packages where appropriate. Specific responsibilities include:

Key Duties

- Support the teacher with activities enabling the children to access all areas of the curriculum.
- Support, encourage and supervise children to encourage pupils to become more independent learners and help to raise the standard of achievement and attainment for all pupils
- Contribute to the implementation of an effective behaviour management strategy, applying it fairly and consistently within clear boundaries and reinforcing positive aspects of behaviour
- Contribute to the planning and evaluation of teaching and learning activities by being clear of own role in delivery, sharing realistic ideas, offering constructive suggestions and giving feedback where appropriate
- Support inclusion of all pupils.
- Provide support for individual pupils inside and outside the classroom to enable them to fully participate in activities, being aware of stages of development, individual needs and giving positive encouragement and feedback to ensure pupils are reaching their full potential. The learning activities may be for individual pupils, groups of pupils, or the whole class, e.g. when providing cover supervision or working with pupils outside of the classroom.
- Contribute to the safeguarding of all pupils by having an awareness of signs of abuse, an understanding of relevant procedure and protocol and ensuring any concerns are addressed in a calm and sensitive manner
- Establish and maintain positive relationships with pupils by communicating effectively, allowing them to feel valued and listened to, encouraging questions and ideas
- Actively promote good home/school relationships.

Support for the Pupil

- Provide a keyworker role which entails providing personal care, making observations, completing individual children's 'Learning Journeys'.
- Assist in the implementation of provision maps (where applicable) and monitor their progress.
- Give care and support for pupils by providing a safe and secure environment, responding to accidents, emergencies and following procedures where appropriate. Respond to minor health problems, seeking the support of the school first aider where necessary.
- Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence

Support for the Teacher

- Assist in arranging an attractive, stimulating and organised learning environment for the children.
- Prepare and present displays of pupils' work.
- To supervise children when entering school and during break times, alongside the class teachers.

Support for the Curriculum

- Provide outdoor learning experiences.
- Supervise children during school visits and residential trips.

Support for the Academy

- Provide short term cover supervision of classes.

- Support children and young people through transitions that occur in their lives, enabling them to manage them in a positive manner
- Share information about pupils with other staff, parents/carers, internal and external agencies, as appropriate.
- Attend, and contribute to planning meetings and staff meetings where appropriate.
- Attend training where necessary and cascade information to other members of staff.
- Participate as widely as possible in the extra-curricular life of the school.

General

- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
- Be aware of and comply with all Trust and Academy policies including in particular Health and Safety and Safeguarding.
- Participate in the Academy Professional Performance Review (Appraisal) process and undertake professional development as required.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.
- These above-mentioned duties are neither exclusive nor exhaustive, the post- holder maybe required to carry out other duties as required by the Trust.

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Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our children and young people. Therefore, we expect everyone to share this commitment. All appointments are subject to satisfactory pre- employment checks, including a satisfactory Enhanced criminal records with Barred List Check through the Disclosure and Barring Service (DBS) and the completion of Level 2 Safeguarding training. It is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children.

The Trust and its member academies are committed to promoting equality and diversity in both employment and education provision. We aim to ensure that students, parents, governors, employees, contractors, partners, clients and other stakeholders within the Trust community are treated fairly, and with dignity and respect regardless of Protected Characteristics.

Spencer Academies Trust is a Disability Confident Committed Employer

Name:

Signature:

Date:

Person Specification Teaching Assistant (Level 3)

	Essential	Desirable
Qualifications and experience		
<ul style="list-style-type: none"> • Level 2 NVQ in Literacy and Numeracy or GCSE Grade C equivalent • Evidence of additional qualifications suitable to TA role NVQ Level 3 Teaching Assistant or equivalent • Experience of working and supporting children in a primary school setting • Experience of working in EYFS, KS1 or KS2 • Experience of carrying out intervention programmes 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
Knowledge, skills & understanding		
<ul style="list-style-type: none"> • Knowledge of the role of a Teaching Assistant • To have an understanding of the writing and implementation of Provision Maps • Excellent communication (written and verbal) and an active listener • Highly motivated and the ability to motivate children • Assist children on an individual basis, in small group and whole class work • Good organisational skills and the ability to work independently, using own initiative, solving problems and finding solutions • Explain tasks simply and clearly and foster independence • Good ICT skills • Supervise children and adhere to defined behaviour management policies • Display work effectively • Ability to run an extra-curricular activity 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Personal qualities		
<ul style="list-style-type: none"> • Able to form positive relationships with all children and motivate them to succeed, contributing to a warm, friendly environment • Able to work with others in a team to support work with children with special educational needs • Work at all times within the framework of agreed school policies • Have a flexible approach to work and to enjoy being a member of a team • Able to manage own work load effectively and responds swiftly to tight deadlines • Good interpersonal skills, with the ability to enthuse and motivate others • To show a caring attitude towards pupils, staff and parents/carers • Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit • Openness and willingness to address and discuss relevant issues • To practice equal opportunities in all aspects of the role and around the work place in line with policy • To maintain a personal commitment to professional development • To contribute to the wider life of the academy • Commitment to the highest standards of child protection and safeguarding • Recognition of the importance of personal responsibility for health and safety • Commitment to the Trust's ethos, aims and whole community. 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	