MONKSHOUSE
PRIMARY ACADEMY

UNIVERSITY OF
LINCOLN

APPRENTICE TEACHING ASSISTANT JOB DESCRIPTION

Main purpose

Under the guidance of experienced school practitioners, to provide learning support for pupils. This will involve working with the teacher to plan and deliver activities and supporting pupils with routines, transitions and behaviour management. This role may also involve working with pupils with a range of neurodiverse needs.

Duties and responsibilities

All of the below will be carried out under the guidance of experienced school practitioners

Supporting pupils

- Build positive relationships with pupils, promoting high self-esteem and independence
- Adapt communication style to respond to pupils according to their individual needs and capabilities.
- Support pupils with their social, emotional and mental health needs, escalating concerns where appropriate, liaising with the teams responsible.
- Promote high standards of behaviour, responding to incidents in line with the academy's behaviour policy and guidelines on physical intervention

Teaching and learning

- Contribute to the planning of differentiated learning activities for individual or small groups of pupils with all vulnerable groups to support progress/attainment, delivering activities inside or outside the classroom
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- Use ICT skills to advance pupils' learning
- Through observations, provide regular feedback to teachers on pupil progress, attainment and barriers to learning
- Support class 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
- Contribute to the overall ethos, aims and work of the academy.
- Support in unstructured times such as breaktimes, lunchtimes.
- Run interventions supporting small groups contributing to pupil outcomes.

Working with staff, parents/carers and relevant professionals

- Share knowledge and understanding of pupils to other academy staff, so that informed decision making can take place on intervention and provision
- Communicate effectively with parents and carers under the direction of teachers
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the academy
- Develop effective professional relationships with colleagues

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the academy.

Professional development

- Help keep their own knowledge and understanding relevant and up to date by reflecting on their own practice, liaising with academy leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the academy.
- Take part in the academy's appraisal procedures
- Take part in any in-house training sessions

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Principal, Assistant Principal, SENDCO or Key Stage Leader.

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APPRENTICE TEACHING ASSISTANT PERSON SPECIFICATION

CRITERIA	QUALITIES
Qualifications and training	• 5 GCSES a Grade 4 or above including English and Maths
Experience	• Experience of volunteering within a school environment, other educational setting or children activity clubs is desirable • Experience of volunteering with children / young people with special educational needs (SEND) is desirable
Skills and knowledge	• Good literacy and numeracy skills • Good organisational skills • Ability to build effective working relationships with pupils and adults • Good written and verbal communication skills • Ability to work as part of a team and to be flexible in their approach to daily routines • The ability to remain calm in stressful situations • Good ICT skills, particularly using ICT to support learning
Personal qualities	• Enjoyment of working with children • Sensitivity and understanding, to help build good relationships with pupils • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Commitment to maintaining confidentiality at all times • Commitment to safeguarding pupils' wellbeing and equality • Resilient, positive, forward looking and enthusiastic about making a difference

Notes:

This job description may be amended at any time in consultation with the postholder.