



1:1 TEACHING ASSISTANT

Central MAT Office
The Diocese of Coventry Multi Academy Trust
St James' C of E Academy

Candidate Information

Together, pursuing life in all its fullness

Job Description

1:1 TEACHING ASSISTANT

About the Role

The Trust is looking to appoint an inspirational and highly effective Teaching Assistant who is committed to supporting Stretton CofE Academy to educational excellence and further developing the distinctive Christian character of educational provision and the school community.

In return we can offer:

- A support network of professional colleagues
- A strong culture of professional development
- The opportunity to be part of an aspirational organization and contribute to its development and growth plans
- We are offering a salary of £26,403 per annum FTE
- Eligibility to join the Pension Scheme

Applications

Thank you for your interest in this post. Interested candidates are welcome to speak to us for more information about this fantastic opportunity. Please contact Roberta Mainwaring, our headteacher, directly on roberta.mainwaring@stretton.covmat.org for an informal discussion about the post.

We welcome all applications regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race religion and belief, sex and sexual orientation.

KEY PURPOSE

To support pupils to be successful with their learning and behaviour, consistently implementing and developing inclusive strategies so these pupils can be successful.

ACCOUNTABILITIES

The appointee will be line managed by the Headteacher.

PRINCIPAL RESPONSIBILITIES

Working under the overall supervision of the responsible teacher to assist and support teaching and learning, working with individuals or groups and assist in providing for general care, safety and welfare of pupils. Contribute to the school's statutory duty to safeguard and promote the welfare of children.

Responsibility for people (other than employees supervised/managed): The post has considerable impact on the well-being of individuals or groups through contributing to the assessment of pupil need and progress, the development and implementation of plans and providing support to pupils with additional personal/special needs.

Responsibility for staff: The post has limited direct responsibility for supervising other staff though may be expected to demonstrate tasks or advise/guide new employees, work experience or trainees.

Responsibility for physical resources: The post has some responsibility for physical resources, through the preparation and care of teaching materials/resources and secure and accurate record keeping.

TYPICAL TASKS, DUTIES AND RESPONSIBILITIES

Curriculum support:

- Contribute to curriculum planning and evaluation and assist in implementation
- Assist in the delivery of lessons/sessions and interact with the teacher and pupils as required
- Undertake agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Support and use ICT in learning activities & develop pupils' competence and independence in its use.

Support for pupils:

- Support individuals or groups during independent /group work, e.g. explain tasks, reinforce key objectives/concepts or vocabulary, use practical apparatus, support less

able pupils, extend/challenge more able, keep pupils on task, interested, motivated and engaged.

- Help pupils to develop communication skills and role play activity.
- Promote inclusion and acceptance of all pupils, encourage them to interact and work co-operatively and engage in activities.
- Promote independence and development of self-esteem
- Assist in the personal, social, emotional development of pupils and development of self-esteem.
- Assist with the development and implementation of IEPs/behaviour plans.
- Use specialist skills/ knowledge/ training to provide support in specialist areas
- Encourage and reinforce positive interactions between pupils working within any behaviour targets set
- Identify and report uncharacteristic behaviour patterns
- Assist with pupil supervision on trips off the premises, under overall guidance of the teacher.
- Monitor and provide for general care, safety and welfare of pupils, including tasks connected with their social inclusion and personal/physical care.
- Support groups of children over lunchtime period.

Support to teacher:

- Assist with lesson/activity planning, delivery and evaluation
- Monitor individual/group achievements of key objectives and provide feedback to the teacher
- Contribute to pupil assessment through observation and reporting
- Record information relevant to assessment and review of pupils' progress
- Attend IEP and EHCP review meetings if appropriate
- Support implementation of strategies to manage pupil behaviour and help manage pupil behaviour
- Active involvement in day to day management of the learning environment including responsibility for the care and preparation of teaching aids, equipment, materials and differentiated resources.
- Undertake routine and non-routine administrative tasks, eg produce worksheets, administer coursework
- Liaise with parents/carers, specialist teachers and other professional staff, share and provide information

QUALIFICATIONS, TRAINING AND LIKELY ABILITIES

Hold a recognised and relevant NVQ level 2 qualification and have undertaken other appropriate training (preferably leading to national standards at NVQ level 3) or be able to demonstrate equivalent knowledge, experience and skills. Minimum GCSE (or equivalent) English and Maths at grades A-C Have good communication and listening skills and be able to present information verbally and in writing to others. Have experience of TA work. Have attended further training on aspects of the curriculum or areas of specific special need, e.g. SEN / inclusion. Have good level of knowledge and understanding of at least one area of learning (eg . English, maths, inclusion). Display commitment to the protection and safeguarding of children and young people Value and respect the views and needs of children Understand school's policies and how

they relate to local and national frameworks/policies (eg child protection, health and safety, equal ops, SEN,).

Can use ICT effectively to support learning and use other technology equipment.

Can plan own work when required.

Can transfer theory/training into practice.

Can solve problems and can exercise initiative and independent action. Is pro-active in offering ideas.

DEVELOPING SELF AND WORKING WITH OTHERS

Effective relationships and communication are important in a school role and you will be expected to manage yourself and relationships well. Through performance management and effective continuing professional development practice, you will be expected to achieve high standards. You will be committed to your own continuing professional development.

This will include:

Valuing people and treating them fairly, equitably and with dignity and respect to create and maintain a positive school culture in accordance with the Christian beliefs underpinning the school.

Ensuring own CPD included development in education

Develop and maintain a culture of high expectations for self

Regularly reviewing own practice, setting personal targets and taking responsibility for own personal development.

Managing own workload to allow for reflection and an appropriate work/life balance

KEY ORGANISATIONAL ACTIVITIES

The post holder will contribute to the school's objective in service delivery by:

Enactment of Health and Safety requirements and initiatives as directed.

Ensuring compliance with Data Protection legislation

At all times operating within the school's Equal Opportunities framework

Commitment and contribution to improving standards for pupils as appropriate

Contributing to the maintenance of a caring and stimulating environment for pupils.

SUPPORTING THE WORK OF THE MULTI ACADEMY TRUST

As part of the Diocese of Coventry Multi Academy Trust, the Deputy CEO - Education will be expected to develop and maintain strong, positive relationships with colleagues in the Multi

Academy Trust, within the family of Multi Academy Trust academies and the Diocesan family of schools.

STRENGTHENING THE COMMUNITY

Academies exist in a distinctive social context, which has a direct impact on what happens inside the school. Academy leadership should commit to engaging with the internal and external school community to secure equity and entitlement. All staff should collaborate with other schools in order to share expertise and bring positive benefits to their own and other academies. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.

This will include:

- Building a school culture and curriculum which takes account of the Church Foundation and the richness and diversity of the school's communities.
- Creating and promoting positive strategies for challenging harassment of any kind.
- Ensuring learning experiences for pupils are linked into and integrated with the wider community, the local church and diocesan communities.
- Ensuring a range of community-based learning experiences, including building links with local churches and Coventry Diocese.
- Collaborating with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- Creating and maintaining an effective partnership with parents and carers, (including those who may be described as 'hard to reach', those with learning disabilities and those for whom English is an additional language), to support and improve pupils' achievement and personal development.
- Building bridges with the school's diverse communities, seeking opportunities to invite the whole range of parents and carers, community figures (including clergy and church representatives), businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.
- Contributing to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operating and working with relevant agencies to protect children.

SAFEGUARDING CHILDREN AND SAFER RECRUITMENT

Our Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undertake an enhanced criminal record check via the DBS. Further information about the Disclosure and Barring Service is available from the DBS website at: [Disclosure and Barring Service - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/organisations/disclosure-and-barring-service)

The Trust will ensure that:

- The policies and procedures relating to safeguarding and safer recruitment are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities in relation to safeguarding, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

DATA PROTECTION

The post holder must meet the requirements of the General Data Protection Regulation Act 2018 at all times, especially concerning confidentiality, treatment of personal information and records management.

ADDITIONAL DETAILS

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with all Trust policies and procedures and any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed annually and the Chief Executive reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

Person Specification

Personal Qualities, Qualifications and Experience		Measured By				
		Essential	Desirable	Application	Interview Process	References
Qualifications and Training						
1	Hold a recognised relevant NVQ level 2 qualification	√		√		
2	Minimum GCSE A – C (or equivalent) in English and Maths	√		√		
3	Have a good level of knowledge and understanding of expected outcomes for pupils in line with the National Curriculum / Early Years framework	√		√		
4	Evidence of continuous professional development relating to curriculum, teaching learning and SEN/inclusion		√	√	√	√
5	Team Teach Trained		√	√		
Professional Experience and Knowledge						
1	Substantial, successful, relevant and recent experience in a primary school or Academy	√		√	√	√
2	Understand school's policies and how they relate to local and national frameworks/policies eg. Child protection, health & safety, equal ops, SEN etc.	√		√	√	√
3	Knowledge and understanding of safeguarding requirements and good practice	√		√	√	
4	Knowledge of recent developments in primary education	√		√		
5	Experience of supporting children with Special Educational Needs in an inclusive environment	√		√	√	
6	Can plan own work when required	√		√	√	
7	Can transfer theory/Training into practice	√		√	√	
8	Experience of using ICT effectively in classroom teaching	√		√	√	
9	An understanding of the role of parents as partners in education	√		√		
10	A commitment to and evidence of promoting diversity and equal opportunities within the workplace, classroom, curriculum and employment practice	√		√		
11	Understanding of the distinctive Christian character of a Church school		√	√	√	
12	A commitment to professional development	√		√	√	
Teaching and Learning						
1	A proven track record in ensuring the highest possible standards in teaching and learning	√		√	√	√
2	Good understanding and application of best practice in teaching of phonics, reading, writing and maths	√		√	√	
3	Successful experience of positive behavior management and developing a pupil focused, inclusive and effective learning environment so that behaviour and attendance are outstanding	√		√	√	√
Personal Qualities						

1	Has high expectations and personal integrity with the ability to promote and sustain the values, culture and Christian ethos of the school	√		√	√	
2	Is articulate and approachable with excellent interpersonal communication skills and be able to present information to others both verbally and in writing	√		√	√	
3	Is an outstanding, reflective practitioner with high quality teaching skills and high expectations for pupils' learning and attainment	√		√	√	√
4	Can work well as part of a team, and show initiative in offering ideas within a team setting	√		√	√	
5	Can solve problems and can exercise initiative and independent action	√		√	√	
6	Is pro-active in offering ideas	√		√	√	
7	An exemplary record of health and punctuality		√			√
Skills & Abilities						
1	To provide a secure, stimulating and well organized learning environment	√		√		
2	To ensure effective curriculum delivery through differentiation	√		√		√
3	To work collaboratively and effectively as part of a team	√		√	√	
4	To work with colleagues in providing for the intellectual, physical, social, spiritual and emotional needs of the children	√		√	√	