



Job Description

Job Title: Teaching Assistant

Location: Fountains Primary School

Job Description

Job Title	Teaching Assistant (Level 3)
Location:	Fountains Primary School
Hours per week:	32.5
Weeks worked per year:	TTO + INSET Days
Reporting to:	Teacher / Senior Leadership
Salary Scale:	3.4

Main purpose of Role

- To work under the guidance of teaching/senior staff and within an agreed system of supervision, to support access to learning with individuals/groups, in or out of the classroom, including assisting with the general care, mobility and personal hygiene needs of pupils. The primary focus will be to ensure continued high quality learning and pupil achievement.

Principal Accountabilities:

Main Duties	<ul style="list-style-type: none"> The post-holder will be required to demonstrate a high level of flexibility being prepared to work across the school in all Key Stages and with a wide range of children and young people with differing complex needs. On a daily basis they will be required to report to members of the middle and senior leadership team to establish where the need for cover support is greatest. Their deployment may change as the day and the week progresses. Although the post is primarily to support lessons in the classroom, there may be times when no cover is required. The following duties may then be undertaken: <ul style="list-style-type: none"> in class support helping with displays around school supporting the administration team supporting administration lunch duty of a cover lesson supporting school visits The post-holder will demonstrate essential professional characteristics, and in particular will: <ul style="list-style-type: none"> Engage and motivate pupils Improve the quality of pupils' learning Inspire trust and confidence in pupils and colleagues
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	<ul style="list-style-type: none"> ○ Build team commitment with colleagues and in the classroom ○ Demonstrate analytical thinking ○ Demonstrate empathy with and an appreciation of the care needs of pupils
Teaching Assistant Agreed Framework Requirements	<p>In all cases, indicative tasks at the competency level specified within the Teaching Assistant agreed Framework, will be the reference point for the competencies listed below.</p> <p>PUPIL PROGRESS:</p> <ul style="list-style-type: none"> • Be a proactive part of the teaching team, ensuring that all pupils make good or better progress • Establish constructive relationships and use a variety of methods to communicate with parents and other relevant professionals, in liaison with the teacher, to support pupils' learning, well-being and progress • Promote the inclusion and acceptance of all pupils within the classroom, school and wider community • Encourage pupils to interact and work co-operatively in learning activities • Promote independence and employ strategies to recognise and reward achievement of self-reliance and build self-esteem <p>PROFESSIONAL PRACTICE:</p> <ul style="list-style-type: none"> • Maintain, develop and apply professional knowledge to enable effective teaching and learning support • Share such knowledge with colleagues to improve whole school effectiveness • Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour • Respond quickly and appropriately to demands made by individual pupils to meet general care, mobility, and personal hygiene needs • Understand and apply the principles of good classroom management • Understand and apply a range of appropriate support strategies
Other General Requirements	<ul style="list-style-type: none"> • Represent and promote the ethos and values of Esteem Multi-Academy Trust • To take and be accountable for all decisions made within the parameters of the job description

	<ul style="list-style-type: none"> • Participate with performance management and training and activities that contribute to personal and professional development • Actively promote and act at all times in accordance with the policies of the MAT e.g. Safeguarding, Health and Safety, Equal Opportunities & GDPR. • Provide a high standard of customer service in all dealings internal and external to the MAT
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This Job Description is non-exhaustive and sets out the main expectations of the post holder. This Job Description can be altered with the agreement of the postholder and will be reviewed regularly. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

The MAT will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

Person Specification

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Grade C or above GCSE English (or equivalent). Grade C or above GCSE Maths (or equivalent). PROACT-SCIPr-UK trained (or equivalent) Care/Teaching Assistant related qualification/NVQ level 2 or equivalent (or able to pass this qualification within timescale) 	<ul style="list-style-type: none"> Full UK Driving Licence Behaviour Management training Level 3 First Aid at Work
Experience	<ul style="list-style-type: none"> Successful experience of working with young people with behavioural needs. Experience of supporting young people with Physical needs, behaviour and /or learning difficulties Experience of working in classrooms setting Experience of de-escalation strategies to support behaviour for learning. 	
Knowledge	<ul style="list-style-type: none"> Knowledge of personal care procedures and physical disabilities Good oral and written communication skills Good organisational skills Knowledge and use of Microsoft software and e mail Ability to maintain accurate records A commitment to teamwork Able to form positive relationships Ability to undertake a range of teaching activities with confidence, working effectively with individual pupils, groups of pupils and whole classes Ability to contribute to planning and preparation of lessons and teaching materials, Ability to contribute to assessment and monitoring of pupil progress (if required). 	

Signed:

Date: