

JOB DESCRIPTION

Section: Teaching Support	Reports to: Deputy Head
Job Title: Senior Assistant Teacher	

PURPOSE OF JOB

- To act as Cover Supervisor, covering/supervising whole classes during the short-term absence of teachers.
- To work with withdrawal and small groups to provide support and intervention.
- To lead a team of Assistant Teachers as required.
- To work collaboratively with teaching staff and assist teachers in the whole planning cycle and the management/preparation of resources.
- To complement teachers' delivery of the national curriculum and contribute to the development of other support staff, pupils and Academy policies and strategies.
- To provide support for pupils, the teacher and the Academy in order to raise standards of achievement for all pupils (e.g. additional SEN, EAL, GT, FSM, underachievers), by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes.
- To encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.

MAIN DUTIES AND RESPONSIBILITIES

Planning

Plan and prepare lessons with teachers, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans.

Develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil need.

Contribute to the planning of opportunities for pupils to learn in out-of-school contexts in line with Academy policies and procedures.

Teaching and Learning

Within an agreed system of supervision and within a pre-determined lesson framework, teach whole classes.

Provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour to teachers and pupils.

Motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities.

Support the teaching of the National Literacy Strategy, e.g. by delivering the ALS, ELS, FLS and Progress units to groups of pupils, support the teaching of the National Numeracy Strategy and assist pupils to access the full curriculum. Be familiar with lesson plans, IEP targets and learning objectives.

Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.

Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom.

Use behaviour management strategies, in line with the Academy's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others.

In accordance with arrangements made by the Principal, progress pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present, in line with regulations and guidance under Section 133 of the Education Act 2002 and STPCD 2012.

Organise and safely manage the appropriate learning environment and resources.

Promote and reinforce children's self esteem and independence and employ strategies to recognise and reward achievement of self-reliance.

Assist the class-teacher in encouraging acceptance and integration of children with special needs, or from different cultures and/or with different first language.

Support the role of parents/carers in pupils' learning and contribute to/lead meetings with parents/carers to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

Monitoring and Assessment

With teachers evaluate pupils' progress through a range of assessment activities.

Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.

Monitor pupils' participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.

Assist in maintaining and analysing records of pupils' progress.

Contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children.

Support the teaching staff with reporting pupils' progress and achievements at parent/carers' meetings which are usually held outside school hours.

Mentoring, Supervision and Development

Lead and manage other Assistant Teachers and undertake induction, appraisal, training and mentoring for other Assistant Teachers.

Assist teachers in offering mentoring support and guidance to other Assistant Teachers undertaking formal training.

Offer mentoring support and guidance for older pupils undertaking work experience activities.

Support and guide other less experienced Assistant Teacher's work in the classroom when required and lead training for other Assistant Teachers.

Contribute to the overall ethos, work, aims of the Academy by attending relevant meetings and contributing to the development of policies and procedures within the Academy. Also participate in staff meetings and training days/events as requested.

Behavioural and Pastoral

Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant Academy policies and procedures and making sure the individual/s involved understand it is unacceptable.

Understand and implement Academy child protection procedures and comply with legal responsibilities.

Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.

Provide support and assistance for children's pastoral needs, for example, dressing, caring for sick, injured or distressed children.

Provide physical support and maintain personal equipment used by the children at the school. Administer medication as agreed.

Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.

Supervise pupils in the playground and plan and organise play time activities.

Assist teachers by receiving instructions directly from professional or specialist support staff involved in the children's education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists, and physiotherapists.

MAIN DUTIES AND RESPONSIBILITIES - OTHER

- To maintain confidentiality at all times in respect of Academy related matters and to prevent disclosure of confidential and sensitive information
- To work within and encourage the Academy's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour
- All staff have a responsibility to promote the safeguarding of children and young people
- Contribute to the overall aims and targets of the Academy, appreciate and support the roles of other members of the staff team
- Attend INSET, appropriate training and relevant meetings as required and participate in the Academy's performance management process
- Carry out all duties and responsibilities with reasonable care for the health and safety of yourself and any other persons who may be affected by your acts or omissions at work and to co-operate fully with the Academy in health and safety matters

Note: This JD is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the Academy in relation to the post holder's professional responsibilities and duties. The duties of this post may vary from time to time, as required by the Head of Campus, without changing their general character or the level of responsibility entailed.

Digital Sign Job Holder:

Date: