

JOB DESCRIPTION

Post title:	Teaching Assistant (<i>Level 3</i>) Apprentice
Location:	St Giles Spencer Academy
Salary/Pay range:	Apprentice Rate National Minimum Wage
Hours of work:	Full time, All year round
Reporting to:	Senior Vice Principal Phase Lead

Purpose of Role

To contribute to Academy objectives by effectively and efficiently undertaking a range of duties to support the excellent teaching and learning of pupils, while developing practical experience and undertaking formal training as part of the apprenticeship programme.

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 under the strategic direction of the principal and with daily guidance and supervision from the class 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.
- Contribute to the academy by taking on a wider responsibility.

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.
- To assist and deliver therapy and physio plans / programmes, as advised by professional bodies.
- To provide medical support, where appropriately trained, in line with a pupil's individual care plan and professional advice (i.e. NHS).
- To provide manual handling support to pupils where assistance is required and where appropriately trained.

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 and provide individual support to ensure inclusion for all pupils in activities during school visits and residential trips.

Support for the Academy

- 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.

Training and Development

- Participate in training, learning activities, and performance development as required.
- Secure sustained classroom-based practise during the apprenticeship programme, applying learning in real time to support pupil progress and professional development.
- Participate in regular workplace-based assessment in line with the requirements of the apprenticeship programme.
- Engage in off-the-job learning activity as required by the apprenticeship framework.

- Reflect on practice and identify appropriate professional development opportunities with the support of the class teacher/senior teaching assistant.

General

- Actively participate in and contribute to staff meetings and INSET
- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Be aware of and comply with all Trust and Academy policies including Health and Safety Safeguarding.
- To understand your shared responsibility for the health, safety and welfare of all pupils and staff.
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
- Participate in the Academy Professional Performance Review 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 may be required to carry out other duties as required by the Trust.

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 Apprentice (Level 3)

	Essential	Desirable
Qualifications and experience		
- Level 2 NVQ in Literacy and Numeracy or GCSE Grade C 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	✓	✓ ✓ ✓
Knowledge, skills & understanding		
- Knowledge of the role of a Teaching Assistant - To understand 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	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓
Personal qualities		
- 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.	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	