**Tong Leadership Academy**

*Nurturing Today’s Young People, Inspiring Tomorrow’s Leaders*

**JOB DESCRIPTION**

|  |  |  |  |
| --- | --- | --- | --- |
| **Job Title:** | **Teaching Assistant** | | |
| **Base:** | **Tong Leadership Academy** | | |
| **Reports to:** |  | **Grade:** | Scale 3, points 14 - 17 |
| **Staff Responsibility for:** | n/a | **Salary:** | £11,492 – £12,171 per annum, a pro rata of £16,781 - £17,772 |
| **Term:** | **Term time plus one week**  **1x Permanent**  **1x Maternity Cover** |
| **Additional:** | As assigned. |

**JOB PURPOSE**

To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring and secure environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

**JOB SUMMARY**

1. To undertake work/care/support programmes, to enable access to learning for students and to assist the teacher in the management of students and the classroom. Work may be carried out in the classroom or outside the main teaching area.
2. To make decisions using initiative within established working practices and procedures.

The postholder will be expected to use good common sense and initiative in all matters relating to:

* The conduct and behaviour of individuals, groups of students and whole classes
* The correct use and care of materials by individual and small groups of students
* The safety, mobility (if required) and hygiene and wellbeing of the students.

**KEY RESPONSIBILITIES AND ACCOUNTABILITIES**

# Support for Students

1.1 Supervise and provide particular support for students, including those with special needs, ensuring their safety and access to learning activities.

1.2 Establish constructive relationships with students and interact with them according to individual needs.

1.3 Promote the inclusion and acceptance of all students.

1.4 Encourage students to interact with others and engage in activities led by the teacher.

1.5 Set challenging and demanding expectations and promote self-esteem and independence.

1.6 Provide feedback to students in relation to progress and achievement under guidance of the teacher.

1.7 Provide advice on the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.

# Support for the Teacher

2.1 Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of students’ work.

2.2 Provide detailed and regular feedback to teachers on students’ achievement, progress, problems etc.

2.3 Monitor students’ responses to learning activities and accurately record achievement/progress as directed.

2.4 Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour

2.5 Establish constructive relationships with parents/carers.

2.6 Use strategies, in liaison with the teacher, to support students to achieve learning goals.

2.7 Assist with the planning of learning activities.

2.8 Administer routine tests and undertake routine marking of students’ work.

# Support for the Curriculum

3.1 Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to student responses.

3.2 Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, recording achievement and progress and feeding back to the teacher.

3.3 Support the use of ICT in learning activities and develop students’ competence and independence in its use.

3.4 Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist students in their use.

# Support for the School

4.1 Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

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

4.3 Contribute to the overall ethos/work/aims of the school.

4.4 Appreciate and support the role of other professionals.

4.5 Attend and participate in relevant meetings as required

4.6 Participate in training and other learning activities and performance development as required.

4.7 Assist with the supervision of students out of lesson times

4.8 Accompany teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.

4.9 To support, uphold and contribute to the development of the Council’s Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.

# Other responsibilities

## Promote the Trust’s vision of ‘nurturing today’s young people, inspiring tomorrow’s leaders’.

## Champion the Trust’s values of ‘Service’, ‘Teamwork’, ‘Ambition’ and ‘Respect’.

## Contribute to the wider life of the Trust and the Tauheedul community.

## Carry out any such duties as may be reasonably required by the Trust.

# Records management

## All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust’s policies and procedures on records management.

This appointment is with the Trust. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the ‘Tauheedul Contract’.

**PERSON SPECIFICATION**

|  |  |  | **Assessed by:** | |
| --- | --- | --- | --- | --- |
| **No** | **CATEGORIES** | **Essential/ Desirable** | **App**  **Form** | **Interview/Task** |
| **QUALIFICATIONS** | | | | |
|  | NVQ 2 for Teaching Assistants or equivalent. | **D** | 🗸 |  |
|  | A degree qualification or relevant qualification. | **D** | 🗸 |  |
|  | GCSE English or equivalent e.g. Adult Literacy/Numeracy at level 2. | **E** | 🗸 |  |
|  | GCSE Maths or equivalent e.g. Adult Literacy/Numeracy at level 2. | **D** | 🗸 |  |
|  | Qualifications relating to post e.g. health, children, practical skills, first aid. | **D** | 🗸 |  |
|  | Training or willingness to undertake training in the relevant learning strategies e.g. literacy and/or in particular curriculum or learning area e.g. bi-lingual, dyslexia, ICT, Maths, English, CACHE etc. | **E** | 🗸 | 🗸 |
|  | Health & Safety training as appropriate. | **D** | 🗸 | 🗸 |
|  | Evidence of previous personal development. | **E** | 🗸 | 🗸 |
|  | Completion of DfES teaching assistant induction programme | **D** | 🗸 | 🗸 |
| **EXPERIENCE** | | | | |
|  | Working with or caring for students of relevant age or relevant experience e.g. voluntary organisation, parental caring experience. | **D** | 🗸 | 🗸 |
|  | Experience of working in a team situation. | **D** | 🗸 | 🗸 |
|  | Experience of working in a school supporting students with additional educational needs, special educational needs or other relevant experience. | **D** | 🗸 | 🗸 |
| **ABILITIES, SKILLS AND KNOWLEDGE** | | | | |
|  | Knowledge of particular subject/technical area. | **E** | 🗸 | 🗸 |
|  | Good literacy / numeracy skills. | **E** | 🗸 | 🗸 |
|  | Ability to use relevant technology/equipment/resources. | **E** | 🗸 | 🗸 |
|  | Ability to use ICT effectively. | **E** | 🗸 | 🗸 |
|  | Good keyboard / computer skills. | **E** | 🗸 | 🗸 |
|  | An understanding of the needs of a multicultural society. | **E** | 🗸 | 🗸 |
|  | An understanding of the issues relating to students who have additional learning needs, more able and special educational needs. | **D** | 🗸 | 🗸 |
|  | Understanding of child development and learning. | **D** | 🗸 | 🗸 |
|  | Understanding of relevant policies/codes of practice and awareness of relevant legislation. | **D** | 🗸 | 🗸 |
|  | General understanding of national/foundation stage curriculum and other basic learning programmes/strategies. | **D** | 🗸 | 🗸 |
|  | Effective use of ICT packages. | **D** | 🗸 | 🗸 |
| **PERSONAL QUALITIES** | | | | |
|  | Ability to relate well to students and adults. | **E** | 🗸 | 🗸 |
|  | Ability to work constructively as part of a team. | **E** | 🗸 | 🗸 |
|  | Ability to remain calm under pressure. | **E** | 🗸 | 🗸 |
|  | Demonstrate good co-operative, interpersonal and listening skills. | **E** | 🗸 | 🗸 |
|  | Demonstrate a commitment to working with children of the relevant age. | **E** | 🗸 | 🗸 |
|  | Flexibility and willingness to accept change. | **E** | 🗸 | 🗸 |
|  | Willingness to share expertise, knowledge and experience. | **E** | 🗸 | 🗸 |
|  | Approachable, courteous and able to present a positive image of the school to callers and visitors. | **E** | 🗸 | 🗸 |
|  | Maintain confidentiality in matters relating to the school, its students, parents and carers. | **E** | 🗸 | 🗸 |
|  | Ability to prioritise conflicting demands and pressures. | **E** | 🗸 | 🗸 |
|  | Ability to identify own training and development needs. | **D** | 🗸 | 🗸 |
|  | Understanding of classroom roles and responsibilities and your own position within these | **D** | 🗸 | 🗸 |
|  | Ability to cope with requirements of the post, which may include working with students who have emotional and behavioural difficulties or physical difficulties. | **E** | 🗸 | 🗸 |
|  | For posts working with students who have physical difficulties, it may be an unavoidable core component of the job for the postholder to be capable of lifting and carrying students within school policies and procedures. | **E** | 🗸 | 🗸 |
|  | Will not require holiday leave during term time. | **E** | 🗸 | 🗸 |
|  | Ability to deal with a large multi-level building (which has lifts) | **E** | 🗸 | 🗸 |
|  | Ability to perform all duties and tasks with reasonable adjustment where appropriate in accordance with the Equality Act 2010. | **E** | 🗸 | 🗸 |
|  | Ability to cope with the requirements of the post which may include working with pupils who have emotional, behavioural or physical difficulties. | **E** | 🗸 | 🗸 |
|  | Must be legally entitled to work in the UK (Asylum and Immigration Act 1996). | **E** | 🗸 | 🗸 |
|  | No contra-indications in personal background or criminal record indicating unsuitability to work with children/ young people. (Enhanced DBS required). | **E** | 🗸 | 🗸 |
|  | A passionate belief in the Trust’s vision of ‘nurturing today’s young people, inspiring tomorrow’s leaders’. | **E** | 🗸 | 🗸 |
|  | A strong commitment to the Trust value of ‘Service’. | **E** | 🗸 | 🗸 |
|  | A strong commitment to the Trust value of ‘Teamwork’. | **E** | 🗸 | 🗸 |
|  | A strong commitment to the Trust value of ‘Ambition’. | **E** | 🗸 | 🗸 |
|  | A strong commitment to the Trust value of ‘Respect’. | **E** | 🗸 | 🗸 |
|  | Commitment to support Tauheedul Education Trust’s agenda for safeguarding and equality and diversity. | **E** | 🗸 | 🗸 |
|  | Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment. | **E** | 🗸 | 🗸 |