

Job Description



Job Title: HIGHER LEVEL - TEACHING ASSISTANT
(FIXED TERM UNTIL 31st JULY 2019)

Post No: NREQ0283

Salary: BFA LECTURER SCALE 1-2

Job Summary

To complement the work of teachers by taking responsibility for agreed learning activities under an appropriate system of supervision. This may involve planning, preparing and delivering learning activities or being responsible for specific provision for individuals/groups. Take a significant role in the educational, personal and social development of designated students under the direction and guidance of the Principal, SENCO and class teachers. Support students to enable them to access the curriculum, completely engage with their learning and achieve their full potential. Deliver measurable impact on student attainment as well as social and emotional well-being.

Primary Duties and Responsibilities

Relationships

- Establish and develop effective support relationships with designated students both 1 to 1 and in small groups, guiding their learning to make progress in line with their specific learning objectives.
- Monitor students and assess, record and report students' achievements, progress and development.
- Work in partnership with teachers using advanced levels of knowledge and skills to ensure individual student's learning needs are met, discuss student progress, plan learning activities and share strategies and concerns.
- Teach small groups or whole classes within an agreed system of supervision and pre-determined framework.
- Build effective ongoing relationships with parents/carers keeping them informed of the student's needs, targets and progress.
- Work closely and establish constructive relationships with external agencies and practitioners assisting them with their delivery of specialist support.
- Work with the SENCO and colleagues to monitor, evaluate, assess and report on the needs of specific students and their short and long term learning goals. Work collaboratively to share information, knowledge and best practice.
- Deal with any Child Protection disclosures or pastoral concerns sensitively and in line with Safeguarding policy and procedures.

People Management

- Take responsibility for identified students in supporting them to achieve their targets. Act as mediator and advocate working in the best interest of students when in professional dialogue with others.

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- Manage your own workload while providing direction to others to ensure they carry out their work effectively.
- May be required to supervise fellow Teaching Assistants.
- May be required to oversee the day to day running of provision such as Personalised Learning Centre (PLC) or similar.
- Assist in the resolution of student disputes in accordance with Academy practice.

Resource Management

- May be responsible for alternative provision (where applicable) for example oversee a specific learning environment or the delivery of a specific course amongst others.
- Produce bespoke resources lesson plans and study materials for use in intervention groups and in lessons.
- Highlight and recommend resources that could be utilised to support specific students and their learning.
- Take a lead role and/or ensure learning resources, IT equipment and disability aids are available and operational when required.
- May be required to supervise specific classes as directed, covering whole classes and/or small groups during the PPA of the timetabled class teacher. Ensure students carry out the curriculum tasks set by the teacher, assist them to understand the nature of the work set, manage student behaviour and minimise the impact of the teacher's absence on their learning.
- Ensure all written and electronic data input, records and reports are accurate, comprehensive and timely.
- Manage any budgetary responsibilities effectively.

Decision Making

- Liaise with teachers to support them in delivering lessons and regarding learning needs for specific students, decide on appropriate strategies and discuss differentiation to allow individuals to fully access the lesson.
- Contribute to the identification and selection of students for specific interventions such as social skills or literacy and numeracy sessions.
- Adapt communication style and use of language to suit the individual student and their specific needs.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals. Assist with the planning of learning activities.
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Work Demands

- Be flexible to meet the needs of students, able to multi-task and adapt to ad-hoc changes and situations as they arise.
- Promote good pupil behaviour, deal promptly with conflict and incidents in line with Academy policy and encourage pupils to take responsibility for their own behaviour.

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Physical Demands

- Assist in practical lessons eg: PE, Drama and DT as required.
- Some manual handling will be required and may include positive handling of students (subject to completion of specific training) which should be managed in line with relevant guidelines.

Working Conditions

- Work will be academy based but is likely to include attending meetings with external agencies.
- Administer medications where appropriate in accordance with Academy policy.
- Is likely to involve dealing with some challenging situations which can require conflict resolution and working within an emotive environment.
- May be required to assist students with personal care such as toileting.

General Expectations

Behaviour Expectations

- Establish High expectations for all that we seek to achieve.
- Create Equity of opportunity, removing disadvantage.
- Champion the success and life chances of all children.
- Furnish pupils and staff with the resilience to succeed as lifelong learners.
- Promote tolerance and respect for ourselves, our communities and our environment.

Expectations of Jobholder

- Ensure that the equal opportunities policy is adhered to and promoted in all aspects of the post holder's work.
- Ensure that the data protection policy is adhered to and promoted in all aspects of the post holder's work.
- Ensure effective quality control and continuous improvement in all aspects of the work and responsibilities attached to this post.
- Demonstrate professionalism towards sensitive and confidential information.
- Comply with and promote Health and Safety policies and procedures and to undertake recommended Health and Safety training as and when necessary.
- Commit to professional self-development, through participation in in-service training as necessary for the successful carrying out of the job.
- Undertake such other duties as are commensurate with the grade of the post.

NB: This job description is designed to outline a range of main duties that may be encountered. It is not designed to be an exhaustive list of tasks and can be varied in consultation with the post holder in order to reflect changes in the job or the organisation.

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Supervision received

This post will report to the SENDCo.

Conditions of Service

The BFA standard contract of service applies:

SALARY

BFA Lecturer Scale 1-2: £23,369.00 - £24,860.00 per annum.

HOURS

Hours of attendance: 37 per week.

Annual Leave: 281.5 hours per week.

Special Notes and Conditions

The job description is not necessarily a comprehensive definition of the post. It will be reviewed regularly and may be subject to amendment from time to time after consultation with the post holder and without changing the level of responsibility of the post.

Bristol Futures Academy is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

Person Specification

	ESSENTIAL	DESIRABLE
Qualified to at least level 3 with level 2 English and Maths.	✓	
Gained HLTA status, or equivalent qualification.	✓	
Demonstrable, recent experience working as a Teaching Assistant and proven experience of working effectively with SEND students, students with additional needs and/or disabilities on an individual basis or in groups.	✓	
Sensitivity with a professional approach to the many and varied needs of young people from a variety of backgrounds and abilities.	✓	
Possess emotional intelligence and resilience, able to remain calm under pressure and make good decisions.	✓	
An understanding of learning processes, barriers to learning and behaviour management strategies to facilitate delivering learning activities effectively.	✓	
Understanding of relevant policies/code of practice and awareness of relevant legislation, commitment to keep abreast of developments in the specialism and changes to legislation.	✓	
Experience of researching, planning and evaluating learning activities.	✓	
Demonstrable experience of working effectively with parents/carers of young people and external agencies.	✓	
An understanding of acceptance and commitment to the fundamental principles of equal opportunities and able to work in a way that promotes equality of opportunity and respect for diversity.	✓	
Experience of developing and implementing individual student development plans, assessments and a range of interventions.	✓	
Good working knowledge of national curriculum and other relevant learning programmes.	✓	

Person Specification

Excellent organisation and administrative skills.	✓	
Innovative, flexible and responsive approach to the delivery of additional learning support.	✓	
Excellent interpersonal skills and the ability to work as a team.	✓	
Able to self-evaluate learning needs and actively seek learning opportunities.	✓	
A First Aid qualification or the willingness to undertake a basic First Aid course.		✓
Been trained in administering medication or prepared to undertake the training.	✓	
Computer literacy, knowledge of SIMs.	✓	
Highly motivated and committed to Alternative Provision.	✓	
Confidence to manage and supervise classes or specific provision effectively.	✓	
Excellent Communication Skills.	✓	
Able to engage constructively with a wide range of stakeholders such as students, parents/carers and external organisations.	✓	
Previous experience of supervising staff.		✓
Experience, under appropriate supervision, of planning, preparing and delivering effective learning programmes.		✓
Confidentiality.	✓	
Experience of differentiating work for students.	✓	
Evidence of a commitment to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.	✓	