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**CENTRAL FOUNDATION GIRLS' SCHOOL**

**(Voluntary Aided)**

**25-33 Bow Road, London, E3 2AE**

**The Governing Body invites internal applications from well qualified and experienced candidates for the following position -**

Senior Teaching Assistant with

Higher Level Teacher Assistant Status

REPORTS TO: Head of Inclusion Faculty

RESPONSIBLE FOR: Leading the ‘Literacy and Language Teaching Assistant Team’ and up to 15 Teaching Assistants

HOURS OF WORK: 35 hours per week 8.30am – 4.30pm

Term time only plus two weeks

(10 flexible days to be worked during school holiday periods.)

**JOB DESCRIPTION**

OVERALL PURPOSE OF THE JOB

* To lead and manage a Teaching Assistant team, working in close collaboration with the Head of Inclusion and another Senior Teaching Assistant to ensure that student needs are met, in keeping with the inclusive culture of the school.
* To have particular responsibility for the Teaching Assistant ‘Literacy and Language Team’ who will support across English, RE, Humanities and MFL, ensuring a strong team ethos.
* To effectively deploy the TA Team, in consultation with the SENDCo and Head of EAL, to support and meet the needs of identified students across Key Stages 3-5
* To provide support for students, teachers and the school in order to raise standards of achievement for all students (e.g. SEN, EAL, GT and all other TAG groups, as well as underachieving groups), by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, and assessment for accelerating the progress of supported students.
* To ensure effective communication and work collaboratively with teaching staff in order to assist in the planning cycle and the management/preparation of resources.
* To complement teachers’ delivery across the curriculum and contribute to the development of support staff, students, school policies and strategies.
* To lead on and run intervention groups to support literacy development and to occasionally supervise whole classes during the short-term absence of teachers, if required.
* To encourage students to become independent learners, to provide support for their welfare, and to support the inclusion of students in all aspects of school life.
* To work in line with the HLTA professional standards.

**Main Duties**

**Planning**

1. To plan, implement and review the overall in class support program of a Teaching Assistant team
2. To plan and implement the strategic professional development program for the support team, with the Head of Inclusion Faculty
3. To plan and prepare lessons with teachers, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans.
4. To develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil need.
5. To contribute to the planning of opportunities for students to learn in out-of-school contexts in line with schools policies and procedures.

4. To support the Head of Inclusion in developing the planning, monitoring and collaboration cycle with teaching staff

**Teaching and Learning**

1. To participate in quality assuring the teaching and learning support delivered by the Teaching Assistant team to the teaching staff
2. To provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and students.
3. To teach whole classes within an agreed system of supervision and within a pre-determined lesson framework.
4. To motivate and progress students’ learning by using clearly structured, interesting teaching and learning activities.
5. To support the teaching of literacy e.g. by delivering Intervention programmes to groups of students, and assisting students to access the full curriculum. Be familiar with lesson plans, Support Plan targets and learning objectives.
6. To be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
7. To promote and support the inclusion of all students, including those with specific needs, both in learning activities and within the classroom.
8. To use behaviour management strategies, in line with the school’s policy and procedures, to contribute to a purposeful learning environment and encourage students to interact and work co-operatively with others
9. To progress students’ 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, the STPCD 2003 and in accordance with arrangements made by the headteacher.
10. To organise and safely manage the appropriate learning environment and resources.
11. To promote and reinforce children’s self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance.
12. To assist the class teacher in encouraging acceptance and integration of children with special needs, or from different cultures and/or with different first language.
13. To support the role of parents in students’ learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

**Monitoring and Assessment**

1. To keep accurate records and actively monitor and track student progress
2. To devise strategies to address underachievement, setting students individual targets and co-ordinating appropriate support
3. To coordinate up to date reports on the progress of supported students with due regard to their individual needs and targets.
4. To support teachers evaluation of students’ progress through a range of assessment activities.
5. To assess students’ responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
6. To monitor students’ participation and progress and provide constructive feedback to students in relation to their progress and achievement.
7. To assist in maintaining and analysing records of students’ progress.
8. To 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.
9. To support the teaching staff with reporting students’ progress and achievements at parents meetings which are usually held outside school hours.

**Mentoring, Supervision and Development**

1. To manage other teaching assistants and undertake recruitment, induction, appraisal, training, arranging cover and mentoring for other teaching assistants.
2. In collaboration with other members of the Inclusion Faculty, to lead training for the TA Team,
3. To assist teachers in offering mentoring support and guidance to other teaching assistants undertaking formal training.
4. To lead training for other teaching assistants offer mentoring support and guidance for older students undertaking work experience activities within secondary schools.
5. To support and guide other less experienced teaching assistants’ work in the classroom when required and lead training for other teaching assistants.
6. To contribute to the overall ethos, work, aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Also participate in staff meetings and training days/events as requested.

**Behavioural and Pastoral**

1. To recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.
2. To use school procedures to report and deal with behaviour issues, including providing support for colleagues where necessary.
3. To understand and implement school child protection procedures and comply with legal responsibilities.
4. To assist in maintaining good discipline of students throughout the school and escort and supervise students on planned visits and journeys.
5. To provide physical support and maintain personal equipment used by the children at the school, where appropriate.
6. To 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.
7. To supervise students in the playground and plan and organise play time activities.
8. To 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.

**Other**

1. To work within and encourage the school’s Equal Opportunity Policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.
2. To promote the safeguarding of children
3. To carry out the duties and responsibilities of the post, in accordance with the school’s Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
4. To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner

**PERSON SPECIFICATION:**

*The post holder will be expected to have a high standard of self-presentation and extensive relevant experience and skills as listed below:*

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|  | *Essential* | *Desirable* |
| **Qualifications** | * Minimum of 5 GCSE passes including English and Maths which must be equivalent to at least Level 2 of the National Qualifications Framework * Ability to obtain Higher Level Teaching Assistant Status, if not already achieved | * To have obtained Higher Level Teaching Assistant status |
| **Experience** | * Experience of Word and Excel. * Evidence of specialism in specific curriculum areas or areas of particular learning difficulty * Understanding of Literacy strategies and interventions | * Experience of using SIMs. * A minimum of two years’ experience of working with children, preferably in an education setting. |
| **Knowledge /**  **Skills /**  **Attributes** | * Knowledge & understanding of the National Curriculum. * Understanding of behaviour management strategies. * Effective oral and written communication skills. * Evidence of professional development. * Ability to work calmly under pressure and to tight deadlines with effective time-management skills. * Excellent interpersonal skills both in working relationship with young students and in forming effective professional relationships with a wide range of contacts. * Methodical, well organised, meticulous, able to prioritise and cope with a high level of responsibility. * Able to use own initiative and be pro-active. | * Understanding of First Aid procedures. * Knowledge of information technology data management systems. |
| **Leadership and**  **Management**  **skills** | * Evidence of good interpersonal skills and the ability to work well with others. * The ability to initiate and manage change. * The ability to keep to deadlines. * Ability to maintain confidentiality | * Experience of working in an environment where responsibility was held for decision making. * Experience in managing a team |
| **Personal Qualities** | * Calm, flexible, dependable, reliable with a sense of humour. |  |

Whilst every effort has been made to explain the main duties and responsibilities of this post, each individual task undertaken may not be identified.

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.

Employees are expected to present themselves and to act in a professional manner at all times.

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

**A completed application form with supporting statement addressing the selection criteria should be returned to the Human Resources Manager by 9.00am on Monday 19th November 2018**

**Ms E Holland**

**Headteacher**