

**JOB TITLE:** Teaching Assistant for Science

**WORKING HOURS:** 08:15 – 16:30 (Monday to Friday)

**WORKING DAYS:** Monday to Friday

**SALARY:** Depending on qualifications and experience

**LINE MANAGER:** Head of School

Teacher Assistants, with the support of the classroom teacher, take responsibility for the day-to-day operation of their classroom pupils and provide professional guidance with the aim to secure a rich learning environment with an effective use of resources to bring about improved standards of achievement for pupils.

**Main duties include:**

* to assist the classroom teacher in:
  + carrying the day to day operation of their classroom
  + work on one-to-one with some students as needed
  + tracking students’ progress
  + assuring the efficacy of resources in use
  + assuring implementation of the KFA standards, Ofsted regulation, MYP, IB, child protection, and health and safety.

Minimum qualifications for this post preferably NVQ3 and evidence of training and experience in UK.

**REQUIREMENTS:**

* NVQ3 or equivalent
* Native English speaker
* Excellent communication and interpersonal skills

**DESIREABLES:**

* 2 years school experience
* Experience within the IB MYP programme
* Experience working with ESL students

**Have knowledge and understanding of:**

* The characteristics of effective teaching and learning styles, including the main strategies for improving and sustaining high standards of pupil achievement and promoting their spiritual, moral, social and cultural development and their good behaviour, and how those strategies can be used to support all pupils.
* How information and communication technology can be used to help pupils gain access to the curriculum, as an aid to teaching and learning and as a means of communication.
* Relevant research, national inspection evidence and legislation.
* The requirements to communicate information effectively with colleagues, team leaders, head of departments, child protection officer, parents, and management.
* The purpose of individual education plans IEPs and GEPs, including implementation and review.

**Planning and setting expectations:**

* In collaboration with the classroom teacher to analyse and interpret relevant international, local and schools data plus research and inspection evidence to inform the KFA learning and behaviour policy, practices, expectations, targets and teaching methods.
* Work with pupils, subject leaders, SEN provision with tutorial/pastoral responsibilities to ensure that realistic expectations of behaviour and achievements are set for pupils.

**Teaching and managing pupil learning:**

Assist the classroom teacher to

* Identify and disseminate the most effective teaching approaches for pupils.
* Monitor the effectiveness of appropriate teaching and learning activities and setting targets to meet the needs of pupils.
* Support the development of improvements in literacy, numeracy and information and communication technology skills, as well as access to wider curriculum for the students as appropriate.
* Identify and develop study skills to support pupils in their ability to work independently and learn more effectively.
* Monitor to ensure there is good continuity in terms of support and progression in learning.

**Assessment and evaluation:**

* Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.
* Use accommodation to create an effective & stimulating environment for the teaching & learning of the subject.
* Ensure that there is a safe working & learning environment in which risks are properly assessed.

**Strategic leadership:**

**Assist classroom teacher to**

* Contribute effectively to the development of a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum and which contributes to pupils’ spiritual, moral, cultural, mental and physical development and in preparing pupils for the opportunities, responsibilities and experiences of adult life.
* Ensure the objectives of the KFA learning policy are reflected in the school development plan, that effective systems are in place to identify and meet needs and that they are co-ordinated, monitored, evaluated and reviewed.