

Job Description Template

Post: Teaching Assistant

Accountable to: HLTA

Grade/Range:

Salary:

Working Pattern: Term time only. 37 hours per week

Location: City of London Academy Shoreditch Park, 40 Hyde Road, N1 5JU

Disclosure level: Enhanced

Main Purpose: Teaching Assistant will be expected to:

- Support students with a range of needs both inside and outside the classroom
- Teach specific groups of students as required in order to ensure that they access the curriculum and meet their academic targets.
- Deliver the Lexia morning intervention programme for students in need of literacy support.
- Complement teachers' delivery of the curriculum and contribute to the development of students and school policies and strategies.
- Work collaboratively with teaching staff, and assist teachers in the planning cycle and the management/preparation of resources.
- Receive specific instructions from the HLTA, Subject Leaders and teachers.
- Provide in-class support for students whose behaviour or needs in the classroom are an obstacle to their achievement and that of others.
- Support teaching and other staff in maintaining discipline and following up incidents.
- Assist in securing the strategic vision of the academy in line with the broad educational vision of the City of London Academies Trust, establishing the academy as a leading provider of high quality education for its students.
- Support the academy team in creating a professional culture of high expectations in which students feel safe, valued and motivated to succeed.
- Provide the consistent day to day support necessary to ensure all stakeholders are able to be fully committed to students' achieving outstanding outcomes.
- Undertake additional responsibilities to support the smooth running of the academy where required.

Key Accountabilities

Be accountable to the CoLAT through the Principal, Governing Body and CEO/Executive Principal for:

- The effective promotion and implementation of the agreed vision and key principles within the academy, including the principles of simplicity, efficiency and effectiveness.
- Support in the delivery of academy policy in key areas.
- Reporting to the Senior Leadership Team and CoLAT as required.

Contribute (with the academy team) to:

- Developing the aspirations and self-belief of all students and by doing so securing high quality learning, outcomes and progress for all students.
- Establishing and maintaining the academy as a centre of excellence in the community.

- Developing a rich partnership with families and community to maintain a learning community that strives for personal growth.
- Effective planning for improvement for the academy.
- Ensuring efficient and effective use of resources.
- Developing strong productive relationships with a wide range of stakeholders.

Supporting students

- Teach small groups of students.
- Mentor small groups of students.
- Develop an understanding of the educational needs of the students involved.
- Assist students to learn as effectively as possible in class, group and individual situations.
- Establish a supportive relationship with students.
- Encourage the integration of students into classes.
- Support the inclusion of students in all aspects of school life.
- Help promote and reinforce students' confidence and self-esteem.
- Help keep students on task and build motivation.
- Undertake break and lunchtime duties where needed to support students who find these unstructured times difficult, such as students with ASD.
- Where required, support students with particular duties relating to their physical needs.

Supporting the HLTA

- Be a Personal Adviser, directly responsible for monitoring the academic progress and emotional wellbeing of a small group of students.
- Contribute to the evaluation of intervention/support programmes by providing regular feedback about students to teachers.
- Contribute to statutory reviews of students' statements/EHCPs.

Leadership of self and others by:

- Liaising with and advising other members of the academy team in order to ensure students' needs are met.
- Providing an approachable and supportive presence for staff, students, parents and the local community.
- Setting high standards and expectations for personal, student, and staff behaviours and actions in support of the achievement of the academy's intended outcomes.
- Helping to develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the academy.
- Playing a part in creating a positive, inclusive climate that carries the academy's vision forward.
- Regularly reviewing own practice, setting personal targets and taking responsibility for own development.
- Maintaining open professional dialogue with the Director of Learning & Engagement about the identification of academy strengths and weaknesses, ensuring a proactive approach to solving potential or existing difficulties.
- Being committed to a collaborative vision of excellence and equality that sets high standards for every student and member of staff.

Assist in management of the organisation by:

- Liaising with all academy staff, parents and students where required.
- Liaising with external agencies as appropriate.
- The effective use of ICT.
- Where applicable undertaking additional administrative tasks including stock recording, ordering etc.
- Working within a defined organisation structure which enables effective and efficient ways of working and support the achievement of the academy's objectives.
- Acting in accordance with policies and legislation affecting the conduct of the academy, particularly those that govern health and safety matters and employment rights.
- Undertaking any other duties commensurate with the post as reasonably delegated by the

Principal and Governing Body.

Standards/Quality Assurance and Additional Responsibilities

- Participate in staff training and development.
- Develop relationships with governors, LEAs and neighbouring schools/academies.
- Adhere at all times to professional business standards of dress, courtesy and efficiency in line with the ethos and specialism of the academy.
- Attend team and staff meetings.
- Compile statistical returns as required.
- Attend and participate in Open Evenings and other events where required.
- Uphold the academy’s behaviour code and uniform regulations.

Key Organisational Objectives

The postholder will contribute to the academy’s objectives in service delivery by:

- Following Health and Safety requirements and initiatives as directed.
- Sharing the Academy’s commitment to safeguarding and promoting the welfare of children and young people.
- Ensuring compliance with Data Protection legislation.
- At all times operating within the school’s Equalities policies, demonstrating commitment and contribution to improving standards of attainment.
- Ensuring customer care and quality assurance initiatives.
- Fulfilling the role of Student Personal Adviser and/or mentor if required.
- Contributing to the maintenance of a caring and stimulating environment for young people.

Special Conditions of Service to Note

Governed by the National Agreement on Pay and Conditions of service, supplemented by local conditions as agreed by the Trust. The postholder may be required to work outside of normal school hours on occasion (e.g. to attend Full Governing Body and/or Committee Meetings, etc.), with due notice.

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions. The academy is committed to safeguarding and promoting the welfare of children and young people and we expect all staff to share this commitment.

Equal Opportunities

The postholder will be expected to carry out all duties in the context of and in compliance with the academy Equalities policies.

Date of issue:

Signature of postholder:

Signature of Chair of Governors:

Safeguarding Children

COLAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

City of London Academies Trust

Person Specification



Our Values and Vision

The City of London Academies Trust, sponsored by the City of London Corporation, aims to provide high-quality education for students and pioneer educational innovation. We are driven by the ambition to provide world-class experiences and deliver exceptional educational outcomes for the young people we serve.

All City of London schools and academies draw upon the traditions, institutions, heritage, and historical successes of London to furnish each of their diverse communities with life-transforming learning experiences. In doing so, we believe that the young people we serve develop into successful, compassionate young adults, who make a positive contribution to their local, national, and global communities.

Our schools are characterised by a common understanding of what makes outstanding schools, based on five key principles which are known as our 'Foundations of Excellence'.

Our Staff

Our staff have high expectations, are consistent and driven to provide the best teaching and opportunities for our students. Teachers work in a well-disciplined environment where they can teach creative and engaging lessons, and all staff are given exciting opportunities to develop and learn from exceptional practitioners.

Equal Opportunities

The post holder will be expected to carry out all duties in the context of and in compliance with the academy Equalities policies.

	Essential	Desirable
Qualifications		
Educated to degree level or equivalent		<input type="checkbox"/>
Teaching assistant qualification		<input type="checkbox"/>
Experience, Skills, and Knowledge		
Ability to use ICT to raise attainment	<input type="checkbox"/>	
Ability to provide high-quality support and feedback to staff	<input type="checkbox"/>	
Ability to provide high-quality support to students with additional needs	<input type="checkbox"/>	
Knowledge of the SEND Code of Practice		<input type="checkbox"/>
Knowledge of the statutory requirements for students with an EHCP		<input type="checkbox"/>
Collaborative teaching methods and working with colleagues in the preparation, assessment and monitoring of work	<input type="checkbox"/>	
Experience of managing staff		<input type="checkbox"/>
Experience of setting up, using, maintaining and developing student support systems		<input type="checkbox"/>
Demonstrable experience of improving student outcomes	<input type="checkbox"/>	
Personal Qualities		
Ability to organise and prioritise workload and work on own initiative	<input type="checkbox"/>	
Excellent written and oral communication at all levels	<input type="checkbox"/>	
Ability to work under pressure while maintaining a positive, professional attitude	<input type="checkbox"/>	
Ability to ensure that deadlines are met	<input type="checkbox"/>	
Ability to work as part of a team	<input type="checkbox"/>	
Ability to work independently	<input type="checkbox"/>	

Attention to detail in communication and planning	<input type="checkbox"/>	
Ability to problem-solve	<input type="checkbox"/>	
Ability to develop good relations with staff and pupils and the wider school community	<input type="checkbox"/>	
Well-organised	<input type="checkbox"/>	
Well-presented	<input type="checkbox"/>	
Fast and accurate keyboard skills		<input type="checkbox"/>
Good understanding of database systems to produce reports and statistics		<input type="checkbox"/>
Ability to communicate with and support parents, maintaining a calm professional and friendly attitude even in difficult situations or conversations	<input type="checkbox"/>	
Ability to liaise effectively with a wide range of staff at different levels	<input type="checkbox"/>	
Safeguarding and child protection policies and procedures	<input type="checkbox"/>	
Developments in the National Curriculum		<input type="checkbox"/>
Other		
Commitment to safeguarding and promoting the welfare of children and young people	<input type="checkbox"/>	
Willingness to undergo appropriate checks, including enhanced DBS Checks	<input type="checkbox"/>	
Motivation to work with children and young people	<input type="checkbox"/>	
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	<input type="checkbox"/>	
Vision and values aligned with the academy's high aspirations and high expectations for children, staff and families	<input type="checkbox"/>	
Commitment to working with others to secure the best outcomes for children	<input type="checkbox"/>	
Skilful management and understanding of how to secure strong relationships with other academy staff, families, trustees and other external relationships		<input type="checkbox"/>
Understanding of different social backgrounds of students	<input type="checkbox"/>	
Understanding the needs of students and the appropriate strategies to support them	<input type="checkbox"/>	