



Executive Principal: Dr Dayo Olukoshi, OBE

Principal: Mr Jamie Brooks

Job Description – Teaching Assistant (Primary)

This job description does not form part of any employee's terms and conditions of employment and is not intended to have any contractual effect. As with all posts, the Principal will reserve the right to vary the precise responsibilities should the need change and opportunities arise.

Job Purpose

To support the education and welfare of pupils as directed by class teachers, having due regard to the school's aims, objectives, schemes of work and policies, and relevant national requirements. To share in the corporate responsibility for the well-being and discipline of all pupils.

Main Professional Responsibilities

- To take every opportunity to develop pupils' language, reading, numeracy and related skills as directed by class teachers;
- To assist in monitoring and recording the progress of individual pupils in accordance with school procedures, and reporting to class teachers;
- To give oral and written feedback to pupils on their attainment in order to promote further progress;
- To work with teachers to identify and respond appropriately to pupils' individual needs, assisting pupils in areas of specific difficulty;
- To assist the teacher in setting appropriate learning and behaviour expectations of pupils and supporting pupils appropriately to achieve these;
- To help promote and reinforce pupils' self-esteem, encouraging inclusion of pupils with special educational needs;
- To help create and maintain a purposeful, orderly and supportive environment for pupils' learning, ensuring that pupils are able to use equipment and materials provided;
- In the presence of the teacher, present agreed learning tasks in a clear and stimulating manner to help maintain pupils' interest and motivation; to work with pupils individually and collectively by contributing to decisions about the most appropriate learning goals and strategies;
- Outside the classroom, to work with groups of pupils. The number of pupils included will reflect the nature of the task, the pupils concerned, the location involved and the length of time to be supervised. At all times a named teacher will have ultimate responsibility and be available to be called to give support and take appropriate decisions;
- To provide information that supports the preparation and review of One Plans and to action appropriate tasks from these plans;
- To use a range of supporting techniques, including computers and other resources, and consider in consultation with the teacher when and how to deploy them;
- Under the direction of appropriate professionals and after adequate training, to assist in meeting particular pupils' needs e.g. physical development, speech/language development, and medical needs identified in an approved care plan agreed by parents. The scope of these duties are that which would generally be carried out by a parent. This excludes the medical procedures from earlier;
- After adequate training, to carry out welfare duties in relation to the physical and care needs of the pupils, including dressing, feeding and toileting if appropriate, whilst encouraging independence wherever possible. This excludes the medical procedures from earlier;
- To produce and maintain classroom resources, displays and classroom layout in consultation with the teacher;
- To help train pupils in the individual and collaborative study skills necessary for learning;
- To work alongside other adults, including teachers, trainee teachers, and other support staff;
- To supervise pupils during breaks and/or lunchtimes if required;

- To maintain confidentiality at all times with regard to both supported pupils and the wider school;
- To take part in in-service training, relevant performance management arrangements and other meetings, as directed in normal contracted working hours; to be conversant with school policies and procedures;
- Carry out routine clerical tasks e.g. collecting trip money, distributing letters and producing class lists;
- Other appropriate duties relevant to the purpose of the post and within the grading and competency of the post holder, as reasonably required by the teacher/head teacher;

Administrative Responsibilities

- Undertake administrative tasks in relation to own work;
- Use Microsoft Office applications on a daily basis.

Requirements

- GCSE English and Maths at Grade C/4 or above;
- Experience of working with school age children (Desirable).

Whole school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values, ethos and vision;
- Work with others to support student development to secure outcomes.

Health, safety and discipline

- Promote the safety and well-being of students;
- Maintain good order and discipline among students.

Professional development

- Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of others;
- Participate in arrangements for their own further training and professional development and, where appropriate, that of other staff.

Communication

- Communicate with colleagues, students, parents and carers, if and when required.

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school;
- To be committed to and involved in activities integral to the Trust's policies and duties;
- To promote at all times a positive image of people with learning disabilities and complex needs;
- To endorse the ethos and values of Brampton Manor Trust as an employee.

General duties and responsibilities

- Notwithstanding the detail in this job description, the post holder will undertake such work as may be determined by the Principal and/or Board of Directors from time to time, up to or at a level consistent with the main responsibilities of the job;
- To keep linked senior staff fully informed of all matters that they are involved in and initiatives they undertake;
- To participate and attend meetings and training as appropriate including INSET days;
- To take an active role in own professional development in line with performance management objectives;
- To ensure confidentiality is maintained at all times;
- To work in accordance with all Academy procedures and policies, to adhere to the academy's professional code of conduct for staff and quality standards for all staff including smart dress code;
- To actively promote the achievement of a smoke free Academy;
- To actively support Academy initiatives.

This job description does not form part of any employee's terms and conditions of employment. It is not intended to have any contractual effect. The Academy reserves the right to amend this job description at any time.

Person specification for working at Langdon Academy

Langdon Academy seeks to appoint staff who will have the following proven qualities, or the potential to develop them. At interview, candidates will have the opportunity to demonstrate or give an account of these attributes.

- The energy, dynamism and stamina to contribute fully to the life of a busy aspirational inner city school;
- Capacity for industry and initiative in both independent work and as part of a team of colleagues;
- Profound and continuing interest in supporting the needs of all students;
- Empathy with students across the age and ability range;
- Awareness and understanding of matters relating to the personal, social, health and emotional development of students at Langdon Academy;
- General knowledge of Child Protection issues and good practice, particularly relating to professional obligations on safeguarding the welfare of each child and avoiding guarantees of confidentiality in any disclosure;
- Capacity to deal sensitively with problems raised by students, in line with Langdon's pastoral policies and sanctions system, working in partnership with Langdon's designated pastoral leaders and SLT;
- Ability to create an effective rapport and a sound relationship with students, earning their respect and trust, but maintaining proper professional boundaries;
- Willingness and ability to liaise effectively and professionally between students, staff and parents when required, making accurate records of these exchanges;
- Patience and thoughtfulness to see any issues that may arise with students, parents or colleagues from a variety of perspectives;
- The ability to de-escalate difficult situations using different strategies, in line with school policies;
- Retain a sense of perspective and, on occasion, the invaluable ability to laugh at oneself.