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| **Post title** | **TEACHING ASSISTANT LEVEL 3, MEA Central**  English as an Additional Language (EAL) and International New Arrivals (INA) |
| **Post holder** |  |
| **Purpose** | Under the guidance of the SENCO, the TA will support all EAL and INA students; taking responsibility for addressing the needs of these students for them to access the full curriculum. |
| **Reporting to** | SENCO |
| **Liaising with** | All members of staff (Pastoral Managers, Pastoral Strategy Leaders, SENCO) pupils, parents, and visitors. |
| **Contract type** | Permanent, Term-time Trust Contract (term time only plus 5 staff training days). |
| **Salary** | Grade 5, SCP22 at GBP 21,074 FTE. This is the full time equivalent all year round salary and is subject to adjustment for term time only working. The term time salary will be GBP17,703 per annum. The weeks worked will be 38 weeks of term time plus 5 trainings days. Hours worked will be 35 hours per week from 8.20am to 4.00pm. |

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| **MAIN DUTIES** | |
| **Main duties** | * Under the guidance of a teacher, provide support in addressing the needs of pupils with English as an Additional Language (EAL), International New Arrivals (INAs) and other ethnic minority pupils who require particular help to overcome barriers to learning. * Deliver agreed programmes of induction, literacy and numeracy support to EAL and INA pupils. * Support the school to build links with parents/carers of INA and other ethnic minority pupils. * Work alongside the SENCO and Pastoral team to provide support to families with little or no English. |
| **Specific Responsibilities** | * Provide support to INAs and pupils for whom academic fluency of English is in its early stages; * Participate in the comprehensive assessment of INA and EAL pupils to determine those in need of particular help; * Assist the teacher with the development and implementation of individual Education Behaviour / Support / Mentoring plans for INA and EAL pupils; * Provide supervision for small groups of EAL learners for a lesson or a series of lessons, contributing to planning, preparation, assessment and reporting; * Provide lunchtime study support and contribute to extracurricular activities which provide opportunities for pupils’ social and cultural development; * Assist in the organisation and supervision of pupils at break and lunchtime; * Assist with the administration of baseline testing of INAs and EAL students and in the general invigilation of school examinations, following regulations and guidance and attending training sessions as necessary; * Provide support for INA and EAL pupils with special needs; * Challenge and motivate INA and EAL pupils, promoting and reinforcing self-esteem; * Provide support for INA and EAL families and communities; * Establish productive working relationships with pupils and provide a positive role model; * Develop 1:1 mentoring arrangements with INA and EAL pupils and provide support for distressed pupils; * Promote the speedy and effective development of INA and EAL pupils’ ability to make choices about their own learning, behaviour and attendance; * Provide feedback to INA and EAL pupils in relation to progress, achievement, behaviour and attendance; * Provide feedback to INA and EAL families in relation to progress, achievement, behaviour and attendance. * Promote the inclusion and acceptance of all pupils; * Encourage pupils to interact and work co-operatively with others and all pupils in activities; * Maintain good relationships with colleagues and work well in a team, sharing good practice and offering support on a regular basis; * Be aware of and comply with child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff; * Participate positively in training and performance management, providing evidence of reflective practice; * Attend and contribute positively to relevant meetings; * Assist in the training and development of other staff as appropriate; * Actively promote in the community the school ethos of a Fantastic Future for All. |

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| **Personal development** | * To actively maintain a professional portfolio of evidence to support the Performance Management process – evaluating and improving own practice. * To participate in new initiatives and future changes in service delivery improvements to support the objectives of the Trust. |
| **Academy Trust development** | * To support the Trust’s aims and to carry out its policies. * To support the Trust’s implementation of all current statutory requirements. * To attend and participate in meetings as required. |
| **Equality of Opportunity** | * As a member school staff to take individual and collective professional responsibility for reinforcing and promoting a working environment free from discrimination, victimisation, harassment and bullying. * Ensure the development and progression of equality within the sphere of responsibility of this post and the fair and equal treatment of all colleagues, children, parents and visitors. |
| **To contribute as an effective and collaborative member of the School team** | * Participate in the ongoing development, implementation and monitoring of the Academy Trust improvement plans. * Attend regular meetings, Academy Trust and school events as required and make a positive contribution during meetings and such events |
| **Confidentiality and Data Protection** | * To treat all information acquired through employment, both formally and informally, in strict confidence. * To be aware of the school's responsibilities under the Data Protection Act 2018 for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this. |
| **Child Protection** | * Being aware of and complying with policies and procedures relating to child protection reporting all concerns to an appropriate person. |
| **Other** | * All elements of Specified Teaching Work undertaken by the postholder will be within the framework of the Trust’s Scheme of Supervision in line with the 2003 Regulations and (amended Regulations 2007). In addition to HLTA’s, the Regulations cover other groups of support staff who undertake ‘specified work’ at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes.  The Head of School will ensure that the support staff member has the skills, experience and expertise required to carry out ‘specified work’. Where more demanding aspects of ‘specified work are carried out by support staff, and particularly where they are working with whole classes, the Head of School will have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise.   A Teaching Assistant Level 3 therefore may be called upon to provide cover for whole classes e.g. to cover short-term teacher absence.  During the cover periods, there will be a requirement for the Teaching Assistant to carry out specified work such as planning, preparation, assessment and reporting. |

Where the postholder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job.  If, however, a certain task proves to be unachievable, job redesign will be fully considered.

**Review and Amendment:**

This job description is normally subject to annual review. It may be amended at the request of the Altius Trust or the CEO of the Altius Trust but only after full consultation between the parties concerned. It will be signed if agreement is reached.

You are expected to carry out your duties with due regard and commitment to current and future Trust policies, procedures and relevant legislation. These will be drawn to your attention during the recruitment process, induction, staff handbook, ongoing performance development and through Trust communications.

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| **In order to succeed in this role, a candidate will need:** |  | **Evidence** |
| **Training / Qualifications / Experience** |  |  |
| * Meet Higher Level Teaching Assistant standards and have appropriate qualification or experience (NVQ Level 4/5) * GCSE Maths and English or numeracy/literacy skills at an equivalent level * Recent participation in relevant CPD activities * Proven experience in the 11-16 phase * Specialist skills/training in curriculum or learning area * Experience of working with pupils with additional needs | **E**  **E**  **E**  **E**  **E**  **E** | A  A  A / I  A / I  A / I  A / I |
| **Professional Knowledge & Understanding** |  |  |
| * To be a committed educational professional, with experience to support the Academy in its next stage of development * A good understanding of current, relevant issues & developments within education * An understanding of the role of support staff and other professionals who are working to help students reach their potential * To be a caring and committed professional who has the highest expectations of all students * An understanding of barriers to learning, including behaviour management strategies * Understanding the principles of child development and learning processes * Ability to plan effective actions for pupils at risk of underachieving * Knowledge and understanding of the range of support services/providers | **E**  **E**  **E**  **E**  **E**  **E**  **E**  **E** | A / I  A / I  A / I  A / I  A / I  A / I  A / I  A / I |
| **Abilities / Skills / Qualities**   * To be able to articulate a clear vision for high quality education * To be forward thinking with a ‘can do’ attitude * Good problem-solving skills * Ability to work as part of a team * The ability to monitor student progress, evaluate and challenge using a range of evidence * To be able to plan, prioritise and manage a varied workload, making best use of available resources * Excellent communication skills with the ability to relate to all sectors of the Academy community and external stakeholders * The ability to enthuse, inspire, support and motivate others * To be able to work with the hardest to reach students and at times their families * To be able to produce good quality written documentation that effectively communicates key progress information to different audiences * Ability to self-evaluate learning needs and actively seek positive learning opportunities * The flexibility to adapt to changing workload demands and new Academy challenges   **Other Requirements**   * To be able to successfully collaborate with colleagues across the Academy and in different organisations * Energy, tenacity and the ability to work under pressure * Self motivation and personal drive to complete tasks to the required timescales and quality standards. * Personal commitment to ensure support is equally accessible and appropriate to the diverse needs of the pupils. * Personal commitment to continuous self-development. * Personal Commitment to continuous Academy improvement. | **E**  **E**  **D**  **E**  **E**  **E**  **E**  **E**  **E**  **E**  **E**  **E**  **E**  **E**  **E**  **E**  **E** | A / I  A / I  A / I  A / I  A / I  A / I  I  I  A / I  A / I  A / I  A / I  A / I  A / I  A / I  A / I  A / I |

T = Threshold (Minimum requirements), E = Essential, D = Desirable A = Application, I = Interview, S = Selection Activities (e.g. Lesson Observation).