

## JOB DESCRIPTION

Post Title:	Level 3 Teaching Assistant
Location:	Portland Spencer Academy
Salary/Pay Range:	NJC12 – NJC16
Hours of work:	37 Hours Term Time Only
Reporting to:	Principal

### **Purpose of Role**

To work with teachers to support teaching and learning as a whole and by working with individuals or small groups of pupils under the direction of teaching staff and, in some instances, to be responsible for the whole class in the absence of the teacher.

To deliver high-quality support to children and young people, accelerating the progress of groups of children and young people and developing high quality resources

- Assist in teaching an agreed timetable as set out by the class teacher.
- Work closely with the class teacher on a day to day basis.
- Work collaboratively with other colleagues.
- Support with activities to ensure the smooth running of the school day.
- To assist with the development, planning, delivery and review of learning activities for individuals and groups of pupils in accordance with best practice and national guidelines.
- To take responsibility for the planning and delivery of specified packages of work such as lesson planning, assessment or reporting.
- To carry out specified duties with individuals, groups or classes under the direction of a qualified teacher.

### **Nature and Scope**

Working as part of this important team you will be required to carry out the following duties. The nature of the Academy Year requires some of these tasks to be done regularly whilst others will be on an annual cycle.

The post holder will be expected to use all Trust standard computer hardware and software packages where appropriate. Specific responsibilities include:

## Main Duties and Responsibilities

- Support the teacher with activities enabling the children to access all areas of the curriculum.
- Support, encourage and supervise children to encourage pupils to become more independent learners and help to raise the standard of achievement and attainment for all pupils
- Contribute to the implementation of an effective behaviour management strategy, applying it fairly and consistently within clear boundaries and reinforcing positive aspects of behaviour
- Contribute to the planning and evaluation of teaching and learning activities by being clear of own role in delivery, sharing realistic ideas, offering constructive suggestions and giving feedback where appropriate
- Support inclusion of all pupils.
- Provide support for individual pupils inside and outside the classroom to enable them to fully participate in activities, being aware of stages of development, individual needs and giving positive encouragement and feedback to ensure pupils are reaching their full potential. The learning activities may be for individual pupils, groups of pupils, or the whole class, e.g. when providing cover supervision or working with pupils outside of the classroom.
- Contribute to the safeguarding of all pupils by having an awareness of signs of abuse, an understanding of relevant procedure and protocol and ensuring any concerns are addressed in a calm and sensitive manner
- Provide outdoor learning experiences.
- Establish and maintain positive relationships with pupils by communicating effectively, allowing them to feel valued and listened to, encouraging questions and ideas
- Support children and young people through transitions that occur in their lives, enabling them to manage them in a positive manner.
- Assist in arranging an attractive, stimulating and organised learning environment for the children.
- Provide a keyworker role which entails providing personal care, making observations, completing individual children's 'Learning Journeys'.
- Provide weekly whole class cover to facilitate a year group's planning, preparation and assessment time using materials provided by class teachers.
- Provide short term cover supervision of classes.
- Actively promote good home/school relationships.
- Assist in the implementation of provision maps (where applicable) and monitor their progress.

- Share information about pupils with other staff, parents/carers, internal and external agencies, as appropriate.
- Prepare and present displays of pupils' work.
- Attend, and contribute to planning meetings and staff meetings where appropriate.
- Give care and support for pupils by providing a safe and secure environment, responding to accidents, emergencies and following procedures where appropriate. Respond to minor health problems, seeking the support of the school first aider where necessary.
- To supervise children when entering school and during break times, alongside the class teachers.
- Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence.
- Supervise children during school visits and residential trips.
- Administer first aid and medication as required when relevant training is completed.

### **General**

- Promote the academy values and attitudes.
- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
- Attend training where necessary and cascade information to other members of staff.
- Be aware of and comply with all Academy policies including in particular Health and Safety and Safeguarding.
- Participate in the Academy Appraisal process and undertake professional development as required.
- Adhere to all internal and external deadlines.
- Participate as widely as possible in the extra-curricular life of the school.
- Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.

These above-mentioned duties are neither exclusive nor exhaustive, the post- holder maybe required to carry out other duties as required by the Trust.

**The Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training.**

Name

Signature

Date

## Person Specification

	Essential	Desirable
<b>Qualifications and experience</b>		
Level 3 NVQ in Literacy and Numeracy or GSCE Grade 4 equivalent	✓	
Evidence of additional qualifications suitable to TA role NVQ Level 3 Teaching Assistant or equivalent.	✓	
Previous experience in an educational environment	✓	
Experience in contribution to raising standards by promoting independent learning.	✓	
Direct experience of raising pupil attainment through personal intervention	✓	
Experience of planning and delivering learning activities for group and individual need.	✓	
Relevant experience of building positive relationships with all stakeholders.	✓	
Experience of working with children and young people, including children with individual needs and from a range of backgrounds.	✓	
<b>Knowledge and skills</b>		
Knowledge and understanding of the statutory framework in subject areas and phases supported.		✓
Knowledge of Teaching Assistants' contribution to raising standards by the promotion of independent learning.	✓	
Appreciation of the National Curriculum and how this is applied to planning, preparation and delivery of learning activities.		✓
Knowledge and understanding of pupil assessment, progress, evaluation and reporting of attainment.		✓
Knowledge of stages of child development and individual needs.	✓	
Knowledge of appropriate behaviour management practices.	✓	
Knowledge of Health and Safety policies and procedures contributing to the maintenance of pupil safety and security.	✓	
Knowledge of safeguarding procedures and protocol.	✓	
Understanding and awareness of individual needs and ability to adjust communication methods accordingly.	✓	
Ability to communicate clearly orally and in writing.	✓	
Ability to contribute to the management of pupil behaviour.	✓	
Ability to establish positive relationships with pupils, families and colleagues	✓	
Aware of techniques necessary to support individual learning needs and development.		✓
Initiative in dealing with day to day issues.	✓	
Skills to support the effective use of ICT in the classroom.		✓

<b>Personal qualities</b>		
Excellent interpersonal skills with the ability to maintain strict confidentiality.	✓	
A diplomatic and patient approach.	✓	
Initiative and ability to prioritise own work and that of others to meet deadlines.	✓	
Efficient and meticulous in organisation.	✓	
Able to follow direction and work in collaboration with the leadership team.	✓	
Able to work flexibly, adopt a hands-on approach and respond to unplanned situations.	✓	
Ability to evaluate own development needs and those of others and to address them.	✓	
Be willing to undertake training and development, as necessary.	✓	
Commitment to the highest standards of child protection and safeguarding.	✓	
Recognition of the importance of personal responsibility for health and safety.	✓	
Understanding the role of parents/carers and the wider community in education.	✓	
Commitment to inclusive education.	✓	
Commitment to the Trust's ethos, aims and whole community.	✓	