**MANCHESTER COMMUNICATION ACADEMY**

|  |  |
| --- | --- |
| **Role** | Learning Support (Teaching Assistant) |
| **Salary Range** | A4 - A14 full time, term time only |
| **Reporting to** | Area Leader – Department(s) |
| **Accountable to** | Principal |
| **Performance Review**  | Initial meeting, 3 month, 6 month |

The post holder will work under the direction of specific subject or faculty leaders and be fully immersed in the effective support of teaching and learning.

Applications are welcomed from all learning support specialisms (SEND, Reading support etc) in addition to those who can offer specialised subject learning support in core subjects.

**Specific Areas of Responsibility**

* Accountable for elements of effective targeted intervention in support of improving student outcomes and wellbeing
* Plan collaboratively with subject specialists aspects of support, curriculum and assessment
* Ensure effective systems of communication, including feedback about students’ learning to inform future planning
* Monitor and support the quality of provision for specified vulnerable students
* Ensure up-to-date knowledge of national and local initiatives which may impact upon policy and practice
* Support an ‘every lesson counts’ and ‘no child left behind’ agenda
* Establish productive working relationships with pupils, acting as a role model and setting high expectations
* Use personal specialism to support different learning groups, such as more able, SEND EAL etc (or specialist subject support)
* Help to develop individual and group learning programmes to respond to current and future needs
* Advise and support parents in the delivery of programmes at home which support the learning needs
* Assist with the supervision of student/s out of directed lesson time, including before and after school if appropriate and within working hours.
* To encourage specific learners to become independent, collaborative learners
* To assist children with their personal care needs where needed.

**Teaching and Learning**

* Use specialist (curricular/learning) skills/training/experience to support pupils
* Identify and adopt the most effective teaching approaches for students within the provision.
* Plan, coordinate and teach timetabled intervention groups and classes as appropriate
* Contribute to staff Teaching and Learning development groups
* Collect and interpret assessment data gathered on students and use to inform practice
* Work with students, subject leaders, class teachers to maximise student opportunities for success
* Produce regular reports on the impact of interventions
* Support students consistently whilst recognising and responding to their individual needs
* Promote independence and employ strategies to recognise and reward achievement of self-reliance
* Use specialist skills and training to encourage children with SEN and EAL to benefit from the planned learning activities, including modifying the class teacher’s planned activities to meet the needs of specific pupils
* To act as a ‘key person’ for allocated students as part of the whole Academy Inclusion strategy

**Recording and Assessment**

* Support teachers and departments in the assessment of student progress
* Support targets for raising achievement among students with SEND, EAL or those who may be at risk/vulnerable
* Attend consultation evenings, where appropriate, and keep parents informed about their child's progress
* Monitor and evaluate students’ responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
* To support and monitor EAL, SEND and other specific groups of learners’ progress in curriculum areas, reporting back to the Area Leader
* Conduct EAL and SEND stage assessments in line with the Academy’s practice
* To support the Academy Inclusion strategy through the completion of regular observational notes on learners with SEND and EAL

|  |  |  |
| --- | --- | --- |
| **Person Specification Applicants should be able to provide evidence of their ability to meet the following criteria.** | **Essential (E)****Desirable (D)** | **Application (A)****Interview (I)****Reference (R)** |
| **Qualifications/Training** |
| * Evidence of relevant professional development and qualifications.
 | **E** | **A/I/R** |
| * Further and/or higher education qualifications
 | **D** | **A/I/R** |
| * ICT competency to Level 2 or equivalent in Microsoft Office and use of IWB
 | **D** | **A/I/R** |
| * Demonstrable levels of numeracy & literacy equivalent to GCSE (A-C) or NVQ Level 2.
 | **E** | **A/I/R** |
| * Willingness & ability to obtain &/or enhance qualifications &/or training for development in this post.
 | **E** | **A/I/R** |
| * Teaching Assistants NVQ or equivalent qualification or experience
 | **E** | **A/I/R** |
| **Experience/Knowledge** |
| * Working knowledge of curriculum and other relevant learning programmes/strategies
 | **D** | **A/I/R** |
| * Understanding of principles of child development and learning processes and how to support student wellbeing
 | **D** | **A/I/R** |
| * Awareness of strategies and approaches relevant to teaching students with (for example) SEND/EAL/ more able/ underperforming groups
 | **E** | **A/I/R** |
| * Effective behaviour for learning strategies.
 | **D** | **A/I** |
| * Experience of working as a Teaching Assistant or equivalent experience of working with children or young people
 | **D** | **A/I** |
| **Skills & Attributes** |
| * Ability to apply up to-date legislation and practice in supporting inclusion different groups, such as more able disadvantaged, SEND.
 | **D** | **A/I** |
| * Flexibility to deal with diverse needs of the post.
 | **D** | **A/I** |
| * Ability to relate well to children and adults
 | **E** | **A/I** |
| * Friendly and personable, able to communicate well with others
 | **E** | **A/I** |
| * Ability to work well within a team, and support colleagues
 | **E** | **A/I/R** |
| * Self-motivating and proactive
 | **E** | **A/I** |
| * Reliable, respectful and confident
 | **E** | **A/I** |
| * Ability to self-evaluate learning needs and actively seek learning opportunities
 | **E** | **A/I** |
| * The will to model the values of the Academy at all times and to generate a shared purpose
 | **E** | **A/I** |
| * A commitment to community cohesion and social inclusion
 | **E** | **A/I** |
| * Personal resilience and determination to achieve the highest standards for yourself and others
 | **E** | **A/I** |

**All appointments are subject to satisfactory references and enhanced DBS checks.**