Job Description
Curriculum Assistant

University of Kent | Academies Trust (UKAT)

Accountable to: SENCO and / or Head of Eliot Centre

Purpose:

To take responsibility for delivering and supporting learning activities, to identified students and groups, either in the mainstream academy or the Eliot Centre. This will involve planning, preparing, delivering learning activities, monitoring, assessing, recording and reporting on student progress and development, for whole classes / small groups.

Teaching/Curriculum Assistants will deliver student intervention strategies and programmes to specified classes, groups of students and individual students, in order to raise attainment and achievement across the academy, and enable students to access the curriculum and thereby raise student motivation and self esteem.

The post holder will also be responsible for coaching and mentoring students as designated.

All duties to be overseen by the SENCO

Key Responsibilities:

Teaching & Learning

- To deliver learning support and intervention to students across the academy in classes, in small break out groups, in withdrawal groups and individually where required.

- Plan, prepare and deliver direct and structured teaching and learning programmes and activities to students identified on the SEN and Additional Needs register to advance their progress groups – this to include coaching and mentoring, where required and as guided and instructed.

- To build and maintain successful relationships with students and other staff - communicating effectively, sensitively and empathetically to motivate them and support their learning.

- Promote and support the inclusion of all pupils in the learning activities in which they are involved

- Use behaviour management strategies, in line with the academy's policy and procedures, which contribute to a purposeful learning environment and promote positive behaviour and improve independent working

- Advance student learning in a range of classroom settings, including working with individuals, small groups and whole classes where a qualified teacher is not present.

- Under the guidance of a teacher plan challenging teaching and learning objectives to

evaluate and adjust lessons/work plans as appropriate.

- Assist in drawing up and undertaking the delivery of the individual student learning programmes, either in withdrawal groups or within the classroom, to ensure delivery of the individual's targets

- To guide the work of other adults supporting teaching and learning in the classroom (where required).

- To contribute effectively to planning and preparation of lessons

- Deliver local and national learning strategies where appropriate e.g literacy and numeracy

- To participate in access arrangements for students as required.

- Use ICT and new technologies effectively to support learning activities and develop students' competence and independence.

- To contribute effectively to the selection and preparation of teaching resources that meets the diversity of pupils' needs and interests.

- To record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment.

- To support the extended study opportunities of students outside of the lesson

- To produce reports as required, for the SENCO and other Inclusions staff , on student progress and targets outlined in IEPs,PSPs and IBPs and EHCP

- To participate in contributing to IEPs,PSPs and IBPs and EHCP

Monitoring and assessment

- To monitor students' learning, participation, behaviour and progress and give constructive support and feedback to students and staff /line manager as they learn
- To administer and assess/mark tests and invigilate exams/tests where required.
- to support teachers in evaluating student' progress through a range of assessment activities.
- to monitor students' responses to learning tasks and modify the approach accordingly
- To participate in the observation and monitoring of the progress of students, maintaining accurate records within the special and additional needs provision in order to ensure documentation of all interventions with students.
- To liaise with parent/carers and attend parents/carer consultation evenings where appropriate and with additional pay, to give objective feedback on student progress and other matters.
- To report accurately to the SENCO and produce termly reports re: progress of students -as requested, by the SENCO or by the Head of the Eliot Centre.

Professional Issues

- To undertake ongoing training and development
- Establish productive working relationships with students, acting as a role model and setting high expectations.

- To improve own practice through observation, evaluation and discussion with colleagues
- To adhere to professional and staff codes of conduct at all times.
- To participate in whole staff performance management process
- To adhere to professional and staff codes of conduct at all times.
- As an employee to comply with the duty, under the Health & Safety at Work Act of 1974 and other relevant legislation, to take reasonable care when carrying out work duties and other activities, to avoid injury to oneself or to others, and to co-operate with the employer and others in meeting statutory requirements.
- To ensure complete commitment and compliance with safeguarding policies and procedures and promote the welfare of children and young people.

Other

- Recognise and respond effectively to equal opportunities issues as they arise, including challenging stereotyped views, bullying or harassment.
- Organise and manage safely the learning activities, the learning environment and resources for which they are given responsibility
- To assist with photocopying and preparing documents as required.
- To support staff with classroom and corridor displays.
- To input data on to the academy management system as required.
- To reward students for good work and progress
- Participate in duties rota and meetings for staff where requested but within working time.
- To work flexible hours as may be required and after negotiation.
- Where required to take on the role of a student tutor and cover for absent colleagues where required
- To carry out any other duty as may reasonably be requested by the Principal or line manager.

Person Specification
Curriculum Assistant

Attribute	Essential	Desirable
Qualifications / Training:	1. Good general education including 5+ A*-C grades at GCSE including English language and Maths (or equivalent) 2. Commitment to undertaking relevant training to achieve level 3 qualifications within three/four years of taking up post. 3. Evidence and a track record on going training and development, particularly in SEN. 4. High-level competencies in using ICT	1. Level 3 (A Level) qualifications or access course to degree or degree. 2. HLTA status 3. ICT qualifications 4. Amanuensis/ access arrangements trained
Experience	1. Prior successful experience of working as a Teaching Assistant or HLTA in a secondary school/academy. 2. Successful experience of delivering teaching and learning to small group of students. 3. Ability to demonstrate sufficient knowledge and understanding in literacy and/or numeracy to progress students learning. 4. Evidence of successful management of student behaviour 5. Working as part of a team.	1. Knowledge of corrective reading and/ or numeracy programmes 2. Understand statutory SEN frameworks including Code of Practice 3. Know how to advance students progress through use of learning technologies.

	6. Familiarity with academy curriculum and main teaching strategies. 7. Familiarity with testing and examination framework 8. Evidence of ability to analyse and interpret data	
Knowledge, Skills and Abilities	1. Understanding of Child Development and learning processes 2. Flexible, patient, positive person 3. Understand key factors that can affect the way students learn 4. Able to build positive and maintain good relationships with all colleagues and stakeholders. 5. Good communication and interpersonal skills including good verbal, written and presentational skill. 6. Ability to take the initiative, work independently and as part of a team 7. High expectations of oneself and others 8. Ability to think and work creatively, calmly and flexibly whilst working with close attention to detail and under pressure to meet deadlines. 9. Personal integrity, commitment to fairness and equity.	

	10. Ability to empathise, give sensitive constructive feedback 11. Excellent interpersonal skills and ability to communicate well 12. Ability to demonstrate and promote positive values, attitudes and behaviour 13. Demonstrable experience of excellent organisational skills 14. Ability to relate well to young people and adults 15. Ability to critically evaluate own performance and make necessary changes to be more effective.	
General	1. Willing to work negotiated flexible hours as appropriate 2. Commitment to the development of the academy and the specialisms	