



Isca Academy – Job Description

Post: Academic Mentor / Teaching Assistant

Line Manager: SENDCo

Grade: C

KEY PURPOSE OF JOB

- To work under the guidance of the SENDCo as part of the SEND Team
- To undertake work, care and support systems to enable access to learning for pupils
- To assist the teacher in the management of the Scholars and the classroom

KEY DUTIES AND ACCOUNTABILITIES

- Attending to the welfare and personal care of scholars including those with special educational needs
- Delivering pre-determined learning, care and support programmes
- Implementing work programmes
- Assisting with the planning cycle
- Undertaking general clerical, administrative support for the teacher and or department
- To be individually responsible for promoting and safeguarding the welfare of the children and young people they are responsible for, or come into contact with

Support the teacher by:

- Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans
- Assisting with the display of pupil's work
- Using strategies, in liaison with the teacher, to support scholars to achieve learning goals
- Assisting with the planning of learning activities on a regular basis
- Monitoring scholars' responses to learning activities and accurately recording achievement/progress as directed
- Providing detailed and regular feedback to teachers on scholars' achievement, progress problems etc
- Promoting good scholars' behavior, dealing promptly with conflict and incidents in line with established policy and encouraging scholars' to take responsibility for their own behaviour
- Establishing constructive relationships with parents/carers and where appropriate participating in feedback sessions with parents alongside the teacher
- Administering routine tests, invigilating exams and undertaking routine marking of pupils' work
- Providing clerical/administrative support e.g. photocopying, typing, filing, money, administration of course work etc.

Supporting scholars by:

- Supervising and providing particular support for, including those with special needs, ensuring their safety and access to learning activities
- Assisting with the development and implementation of Learning/Behaviour Plans and Personal Care Programmes
- Establishing constructive relationships with Scholars and interacting with them according to individual needs
- Promoting the inclusion and acceptance of all Scholars
- Encouraging Scholars to interact with others and to engage in activities led by the teacher
- Setting challenging and demanding expectations and promoting self-esteem and independence
- Providing feedback to Scholars in relation to progress and achievement under the guidance of the teacher

Support the curriculum by:

- Undertaking structured and agreed learning activities/teaching programmes and adjusting activities according to scholars' responses
- Undertaking programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years, recording achievement and progress and feeding back to the teacher
- Supporting the use of ICT in learning activities and developing scholar's competence and independence in its use
- Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity and assisting Scholars in their use

Support the school by:

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
- Being aware of and supporting difference and ensuring all scholars' have equal access to opportunities to learn and develop
- Contributing to the overall ethos/work/aims of the school
- Appreciating and supporting the role of other professionals
- Attending relevant meetings as required
- Participating in training and other learning activities and performance development as required
- Assisting with the supervision of scholars' out of lesson times, including before and after school and at lunchtimes as required
- Accompanying teaching staff and scholars on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher

WORKING ENVIRONMENT & CONDITIONS

- Normal school and classroom environment.
- In support of the Trust's vision and ethos of shared teaching and learning to improve educational outcomes for young people, the post may be required to travel and work within any school in the Ted Wragg Trust.

OTHER DUTIES

All Isca academy staff are expected to:

- Ensure that the aims, priorities and policies of the Academy and Trust are adhered to, including the staff Safeguarding Code of Conduct.
- Attend parents, staff and team meetings as required, making a valued and professional contribution.
- Undertake break, lunch and after school supervision as agreed, according to Academy policy.
- Encourage the good conduct of all scholars and at all times on the Academy site and within its vicinity.
- To make a full commitment to personal professional development, engage positively in organised professional development activity and staff appraisal procedures.
- Maintain respectful and effective communication with scholars and other staff, including attendance at briefings and through completing scholar report cards and logs as appropriate.
- Maintain respectful, positive and effective communication with parents, including phone calls and letters home, as appropriate.
- Maintain positive and effective communication and liaison with partner schools and the wider community, as appropriate.
- Act as an advocate of the Academy and its scholars' in all circumstances, ensuring every opportunity is taken to celebrate our success.
- To carry out other duties as reasonably requested by the Headteacher.

OTHER INFORMATION

- The Trust is committed to ensuring that our employees are able to achieve their full potential in an environment offering dignity, respect and equality of opportunity. As an employee, you are representing the Trust and must support and demonstrate your commitment to the Trust's ethos and anti-discriminatory practices.
- The Trust operates a Smoke-Free Policy and the post-holder is prohibited from smoking or vaping in any of the Trust buildings, enclosed spaces within the curtilage of buildings, and Trust vehicles.
- The post-holder will be expected to have an agreed working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, members of other agencies and community members.
- The post-holder is expected to familiarise themselves with and adhere to all relevant Trust and School Policies and Procedures.
- The post-holder must comply with the Trust's Health and Safety requirements specifically for the school they are working at.
- The post holder may be required to move their base to any location within the Trust upon request.
- As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether "spent" or "unspent". Criminal convictions will only be taken into account when they are relevant to the post.
- This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.

This job description is subject to review by consultation.

Isca Academy Academic Mentor/Teaching assistant: Person Specification

	ESSENTIAL/ DESIRABLE	How Assessed*
Experience		
Good numeracy/literacy skills	E	AF, I
Requirement to participate in training/development as/when identified by line manager as essential for the performance of the post	E	AF, I
Working with or caring for children of relevant age, or completion of the DCC TA Access Course	E	AF, I
Qualifications and training		
NVQ 2 for Teaching Assistants or equivalent qualifications/ experience	E	C, AF
Training in relevant learning strategies e.g. literacy	D	AF, I
Skills		
Basic understanding of child development and learning	E	AF, I
Understanding of relevant policies/codes of practice and awareness of relevant legislation	D	AF, I
General understanding of KS3 curriculum	D	AF, I
Ability to effectively use ICT to support learning, or to undertake training to do so	E	AF, I
Ability to use other technology to support learning	E	AF, I
An interest/experience in speech and language intervention	D	
Qualities		
Able to self-evaluate learning needs and actively seek learning opportunities	E	I
Ability to relate well to children and adults	E	I
Ability to work constructively as part of a team, to understand classroom roles and responsibilities and own position within those	E	AF, I
Other		
Must pass <i>all</i> relevant safeguarding of children checks	DBS checks, self-declaration and interview	

*AF= Application Form; C = Certificate; R= References; I= Interview