**Post:** Teaching Associate

**Grade:** Scale 3

**Location:**  Kingsford Community School

**Responsible to:** SENCo

**Designated staff: Designated Staff:** School Development Team Members

Other Relationships: All school staff, pupils, visitors, external agencies

**Purpose of Job:**

1. To support student learning and progress across the curriculum.

**Curriculum and Assessment**

1. To take every opportunity to develop pupils’ language, reading, numeracy and related skills.
2. To assist in recording systematically the progress of individual and small groups of pupils.
3. To monitor pupils’ performance and report to subject teachers and SEN staff.

1. To assist in using pupil progress and other information to further support planning and intervention work for pupils.
2. To give oral and written feedback to pupils on their attainment and progress.
3. To contribute to pupil profiles, teacher assessment and support internal and external examination arrangements.

**Learning Strategies**

1. To work with teachers to identify and respond appropriately to the learning of pupils with regards to levels of fluency in English.
2. To assist the teacher in setting out appropriate and demanding expectations of pupils with a focus on pupil progress and well-being.
3. To support and clearly set out expectations of pupil behaviour and assist in securing appropriate standards of discipline, self-regulation and good manners.
4. To help to create and maintain a purposeful, orderly and supportive environment for pupils’ learning, particularly for those pupils who require support in their learning.
5. To maintain pupils’ interest and motivation by presenting learning tasks in a clear and stimulating manner, to ensure that all pupils are able to participate in all areas of the curriculum.
6. To work with pupils individually or collectively and to contribute to decisions about the most appropriate learning goals and teaching strategies.
7. To use a range of student support techniques and, in consultation with the teacher, to consider when and how to deploy them.
8. To communicate clearly and effectively with pupils through questioning, instructing, explaining and feedback.
9. To make constructive use of ICT, e-learning technologies and other classroom resources for learning.
10. To assist in the production of classroom resources for curriculum access and school displays.
11. To develop and share new materials and those produced by the SEN team.
12. To help to train pupils in the individual and collaborative study skills necessary for learning.
13. To carry out welfare duties in relation to the physical and caring needs of pupils, when required.
14. To work alongside other adults, including teachers, trainee teachers, and other support staff.
15. Any other duties appropriate to the grade of the post, as reasonably required by the teacher/Head Teacher.

**Equal opportunities and school vision:**

1. To ensure and display commitment to the implementation of the school vision.
2. To be committed to the school’s policies including those on Equal Opportunities and Learning Support, and Inclusion.
3. To be committed to the continual raising of levels of achievement for all pupils.
4. To work with confidentiality and sensitivity, which are essential when dealing with parents of our diverse multi-ethnic school.

**Personnel Specification: Teaching Associate**

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| **Specification** | **Essential (E) or Desirable (D)** | **How Measured:**  A = Application Form  I = Interview  C = Certificates |
| **Qualifications** |  |  |
| Educated to degree level. | E | I |
| ICT skills. | E | C |
| **Experience Required** |  |  |
| Experience of working in a secondary school or with children. | D | A |
| Ability to demonstrate experience of dealing sympathetically and constructively with other adults. | D | I |
| **Knowledge and Understanding** |  |  |
| Demonstrate an understanding of the essential role of the school in educating secondary pupils and in promoting the spiritual, moral, social and cultural development of pupils in a multicultural community. | E | I |
| Demonstrate an understanding of the role of the teaching associate and one’s own role in relation to teachers, other support staff, and pupils. | E | I |
| Ability to use knowledge and understanding in supporting working with pupils and in helping to assess their progress in numeracy, literacy and meta-cognition. | E | I |
| Ability to show awareness of how pupils can learn and of the various factors that affect the learning process. | E | I |
| Demonstrate an understanding of the diverse range of approaches needed to support the learning of various groups of pupils with special educational needs. | D | I |
| **Commitment and Understanding** |  |  |
| Ability to communicate effectively with pupils, parents, the public and other staff. | E | I |
| Fulfil the requirements of the Equal Opportunities practice throughout the school including the Local Authority’s policy of inclusive education. | E | I |
| Commitment to promoting the safety and well-being of all pupils and following the school’s Safeguarding policy procedures. | E | I |