

Post Reference: 2682

Job Title: Teaching Assistant

Grade: B3 (Actual Salary £20,560 to £21,914)

Hours: 33.5 hours per week, term time only plus 5 days

Accountable to: Phase Leader

JOB DESCRIPTION

Role:

To complement and support the role of teachers and other professionals by undertaking work/care/support programmes which enables access to learning in and outside of the classroom for all students of all abilities.

To support the class teacher in the management of students in the classroom, and other senior staff including the Special Education Needs Coordinator (SENCO) on a range of teaching and learning experiences which deliver an appropriately differentiated and suitably challenging creative curriculum for all students, whilst meeting statutory requirements.

To accelerate the progress of our students, ensuring that they can access the curriculum we offer through regular support.

To undertake other duties commensurate with the grade and level of responsibility defined in this job description.

All post-holders at White Rose Academies Trust are responsible for improving the outcomes for learners and upholding the ethos of the academies. Keeping Children Safe in Education and the guidance for Safer Working Practices directs the work of every adult working at or associated with White Rose Academies Trust.

General Duties and Responsibilities:

- To supervise and support students inside and outside of the classroom by:
 - o ensuring access to the curriculum
 - o encouraging participation in learning activities
 - o ensuring understanding of learning objectives and instructions
- Assist in maintaining the behaviour of students throughout school and be expected to apply a common sense approach, as well as use initiative, in all matters relating to the conduct and behaviour of individual students, groups of students and whole classes.
- Ensure the safety, mobility (if required), hygiene and wellbeing of the students by making decisions within established working practices and procedures.
- Support with the development and implementation of individual education/behaviour plans and personal care programmes including gathering/reporting information to/from parents/carers as required including the safety and wellbeing of the students, therapy and medical intervention needs of the student and first aid.
- Prepare the learning environment as directed by the teacher for lessons, prepare and maintain equipment/resources including the planning of learning activities and assist students throughout the lesson.
- Provide clerical/administrative support- photocopying, typing, filing etc.
- Establish good relationships with students acting as a role model, responding appropriately to individual needs while promoting the inclusion and acceptance of all students.
- Deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g., dealing with a sick, injured or distressed child.
- Set high expectations, support differences, and ensure all students have equal access to opportunities to learn and develop whilst responding appropriately.
- Support the administration of routine tests, invigilate exams and undertake routine marking of students' work.
- Supervise and support students consistently at all times including those with special needs; recognising and responding to their individual needs whilst ensuring their safety and education in the learning environment.
- Occasionally supervise the class for brief periods during a morning or afternoon session where the classroom teacher is not available.

- Promote and reinforce the inclusion, acceptance, and integration of all students, including those with specific and special needs and those from different cultures and/or with a different first language as appropriate.
 - Set challenging and demanding expectations whilst promoting self-esteem and encouraging students to act independently as appropriate as well as interact and work co-operatively with others and engage in activities led by the teacher.
 - Be aware of student progress, monitor and record student responses against predetermined learning objectives as well as provide accurate, constructive, and detailed feedback/reports to the teacher and students.
 - Promote positive values, attitudes and good student behaviour and encourage students to take responsibility for their own actions whilst supporting the teacher in managing this.
 - Deal promptly with conflict and incidents and report challenging behaviour where appropriate in line with established policy.
 - Gather/report information from/to parents/carers as directed, taking into account parental/carers concerns, dealing with them sensitively under the direction of the teacher.
 - In respect of local and national learning strategies, to support students to achieve learning goals e.g., literacy and numeracy as directed by the teacher.
 - Support students in the use of ICT in learning activities as directed by the teacher and develop students competence and independence in its use.
 - Participate in own professional development, identify, and address any training needs/other learning activities.
 - Assist with the supervision of students out of lesson times, including before and after school and at lunchtimes, accompanying teaching staff and students on visits, trips and out of school activities; taking responsibility for a group under the supervision of the teacher.
 - Assist in the supervision of students on work experience, trainees, and voluntary helpers.
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Equal Opportunities:

- To promote equal opportunities in education in order that all children and families will gain optimum benefit from the service provided.
- To promote and ensure that all students and young people are happy, healthy, safe, successful and achieve economic wellbeing.

Generic Staff Requirements:

- Uphold the professional standards expected of every member of academy staff in all dealings with colleagues, students, parents/carers, and the wider community.
- Adhere to the principles expressed in the aims of the academy and its mission statement.
- Actively contribute to the continued development of the academy and self by attending training, participating in relevant meetings and appraisals, and putting forward ideas for improvement.
- Be a positive, collaborative team member.
- Apply academy policies in all aspects of the role.
- Improve own practice through observation, evaluation, discussion with colleagues and appropriate CPD programmes.
- Work collaboratively with colleagues, knowing when to seek help and advice.
- Contribute to the overall ethos, work, and aims of the academy by attending relevant meetings, training days/events as requested.
- Be aware of and comply with the academy policies and procedures e.g. safeguarding, child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- Be responsible for safeguarding children and promoting their welfare and following child protection procedures.
- Be aware of and support difference and ensure equality for all working in an anti-discriminatory manner, upholding, and promoting the values, standards and equal opportunities of the academy.
- Recognise and appropriately challenge any incidents of racism, bullying, harassment, victimisation, and any form of abuse of equal opportunities, ensuring compliance with relevant policies and procedures.

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified. This job description may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

The post-holder may be required to take on additional responsibilities when necessary to ensure the effective running of the academy.

All postholders are accountable through White Rose Academies Trust Performance Management Appraisal Policy. The Governors and Principals of White Rose Academies Trust are committed to safeguarding and promoting the welfare of children and young people and ensuring that safer recruiting procedures are in place.

White Rose Academies Trust is committed to safeguarding and promoting the welfare of its students and expects all staff and volunteers to share the commitment. Appointments will be subject to Safer Recruitment Procedures and an enhanced level check with the Disclosure & Barring Service. Please note that a criminal record will not necessarily be a bar to obtaining employment; this will depend on the circumstances and background to any offence.

Please note this role will involve contact with children and you will be engaging in regulated activity. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

We promote diversity and want a workforce which reflects the population of Leeds. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age or disability.

The White Rose Academies Trust is committed to safeguarding and promoting the welfare of its students and expects all staff and volunteers to share the commitment. Appointments will be subject to Safer Recruitment Procedures and a DBS check. Please note this role will involve contact with children and you will be engaging in regulated activity. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children. You can view our Safeguarding and Child Protection policy on our website.

PERSON SPECIFICATION

The specific qualifications, experience, skills, and values required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it is an essential or desirable requirement, and at which point in the recruitment process it will be assessed.

You should be able to demonstrate the following criteria:

E = Essential

D = Desirable

Measured by:

A = Application Form

T = Test/Exercise

I = Interview

R = References

C = Certificate

Qualifications

E	GCSE level of education grade 'C' or '4' (to include English and maths) or equivalent e.g., Adult Literacy/Numeracy at Level 1	A
D	NVQ 3 for Teaching Assistants or appropriate level of experience of operating in the classroom environment or other relevant qualification or experience	A
E	A good level of appropriate ICT skills	A

Knowledge and Experience

E	Evidence of at least 1 years' experience working with young children effectively	A
E	Be able to work with students on a 1:1 or small group basis	T
E	Be able to differentiate class work, activities and create appropriate resources for students	A T
E	Have a professional attitude and ability to forge positive relationships with students, parents, and staff	A I

General

E	Respectful towards all students, with total belief in their entitlement to a high-quality education, whatever their circumstances and ability	A I
E	Committed to raising standards of achievement	I
E	Resilient, reliable, and possess a sense of humour	A I
E	Possess personal integrity, warmth, and a willingness to grow and learn	I

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E	Committed to the education of the whole child, i.e., social, emotional and citizenship development	R
E	Committed to the principles of the academy programme with a focus on academy ethos and values	I
E	Able to form and maintain appropriate relationships and personal boundaries with students	R
E	Able to promote equality, diversity and inclusion and demonstrate this within the role	A R
E	Jointly responsible for promoting and safeguarding the welfare of students	A R
E	Willing to carry out all duties within the role to the best of your ability	A R
E	Adopt a co-operative approach to the vision of the academy	A I

Skills, Attributes and Abilities

E	Competent at using ICT for recording, monitoring, and reporting	A
E	Able to use progress data of students to benchmark, track and raise attainment of students for whom responsible	I
E	Good working knowledge of assessment for learning approaches and their classroom application	I
E	Promote equality, diversity, and inclusion and demonstrate this within the role	A I
E	Possess strong interpersonal skills and be able to work effectively as part of a team	R
E	Competent at using ICT for recording, monitoring, and reporting	A
E	Able to respect sensitive and confidential work and respect the wishes of others	A T I
E	Be respectful to sensitive and confidential work and respect the wishes of others	A T
E	Be committed to working with children of the relevant age	A I
E	Possess a high level of written, oral and communication skills	A I T
E	Be able to communicate effectively with a range of adults and young children	A T

Training

E	Willing to develop professionally through training	A I
E	Evidence of further training/development and/or willingness to participate in further training and development opportunities	A I

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