

JOB DESCRIPTION

Post	TA coach
Salary	A13 - £22,132 – A18 - £25,896 (pro-rata for term time only) Full time/part time considered.
Reporting to	SLT
Accountable to	Head Teacher
Performance Review	Performance development

ROLE OUTLINE:

This is an exciting new role. The purpose of this role is to support the development and impact of teaching assistants across school by providing them with regular, high quality coaching. This role involves working alongside TAs in all year groups to maximise their impact on pupil outcomes by observing, providing feedback, modelling, supporting planning and providing instructional coaching (in which we will provide training). The role is an exciting one for an excellent and experienced TA or similar. It does not involve line management, and is light on admin, the main focus of the role is in the classrooms, supporting our excellent TA team to be the best they can be.

KEY TASKS

1. To lead the development of TAs, supporting the delivery of whole school weekly training.
2. Provide 1:1 and small group coaching for TAs, using instructional coaching strategies.
3. To model excellent practice to staff.
4. To support the performance development of TAs, acting as a supportive colleague for any on support plans.
5. To provide additional support and training to apprentice TAs, and act as the point of contact with training providers, under the direction of the AAHT.
6. To engage with relevant research and evidence informed practice, and share best practice with colleagues.
7. To support the SENDCo with checking of intervention records and quality assurance of IEPs.
8. Working with the inclusion team to be a champion for pupils with SEND, and children with the lowest 20% of achievement across school, ensuring that their provision is excellent.
9. To support the calm and orderly environment in school by undertaking regular break and lunch duties, managing the lunch hall.
10. To schedule TAs for breakfast club, checking the quality of provision and ensuring that appropriate resources/activities are available.
11. To provide infrequent cover for staff in the event of absence.
12. To support the high standards of the school environment and resources.
13. To undertake any other duties as deemed appropriate by the line manager and commensurate with the post.

STANDARD DUTIES

1. Promote and implement equality and diversity
2. Adhere to legislation and the Academy's policies and procedures
3. Have due regard to safeguarding and promoting the welfare of children and young people.
4. Participate in performance reviews and professional/personal development activities.
5. Will model the Academy's values at all times to generate a shared purpose
6. Respect confidentiality. Confidential information to be kept in confidence and not released to unauthorised persons
7. To undertake any other duties as appropriate, commensurate with the grade of the post.

CONTACTS

All employees and contractors on site
Senior Leadership Team

SPECIAL CONDITIONS

Enhanced DBS Check for a Regulated Activity.

	DATE	NAME	POST TITLE
PREPARED	March 2022	Alex Reed	Head Teacher

PERSON SPECIFICATION

JOB TITLE: TA coach

CRITERIA Applicants should be able to provide evidence of their ability to meet the following criteria.

Please note if you are experienced and interested in leadership please provide evidence of your skills and ability to lead in your application letter.

	Selection criteria (Essential)	Selection criteria (Desirable)	How to be Assessed
Education & Qualifications	<p>Grade C/new grade 4 (or above) in GCSE English and Maths and Science.</p> <p>A relevant TA/education qualification at level 4 or above</p>	<p>A first aid qualification</p> <p>Other relevant qualifications – professional or academic</p>	AF, C
Experience	<p>A minimum of 3 years of experience of successfully supporting learning in a Primary/EYFS setting</p> <p>Evidence of adding value to pupil outcomes and enabling progress</p> <p>Experience of assessing children against the development matters statements</p>	<p>Experience of other phases of education</p>	AF, T, I, C
Skills & Abilities	<p>Ability to communicate effectively and develop effective relationships with children, staff and parents</p> <p>Ability to coach staff, providing clear and concise feedback</p> <p>Ability to use Information and Communication Technology (ICT) to enhance teaching and learning and to capture learner progress</p>		AF, T, I, C

	<p>Able to work independently and proactively</p> <p>Ability to show initiative in a range of situations</p> <p>Ability to reflect on own skills and knowledge, and to seek opportunities to develop</p> <p>Drive to commit to developing own professional ability.</p>		
Knowledge	<p>Developing understanding of child development and learning</p> <p>A knowledge of a variety of effective teaching and learning and assessment strategies</p>	<p>A working knowledge of national and local priorities relating to Primary education</p> <p>A knowledge of instructional coaching strategies</p>	AF, T, I, C
Work Circumstances	<p>Enhanced DBS Check for a Regulated Activity</p> <p>Equivalent of 10 days continued professional development</p> <p>Equivalent of 10 days extra -curricular activity (2 hours per week after core learning)</p>		<p>I</p> <p>I</p> <p>I</p>

AF – application form, T- test, I – interview, C – certificate

N.B. - Any candidate with a disability who meets the essential criteria will be guaranteed an interview

**Provided all entry criteria are met, there are no other performance concerns and the scholar is successful in the entry interview.*