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| **Role** | **Grade** | **Location** | **Reports to** |
| Teaching Assistant Level 4 | Grade 5 | Chorlton High School | Leader of Access and Achievement |

**Main Purpose of the Job:**

To complement the professional work of teachers by taking responsibility for agreed learning activities. This may involve planning, preparing and delivering learning programmes and support to individual pupils, small groups and on a short term basis to whole classes.

Responsibility for the management and development of assessment and examinations requirements, and leading and deploying teaching assistants in addressing the needs of pupils who require help to overcome barriers to learning, progress and assessment.

Work in collaboration with teaching colleagues to co-ordinate and plan schemes of work to be used by teaching assistants undertaking specified teaching work.

Contribute to Senior Management Team or Departmental Management Team.

Line management, supervision of support staff, including implementation of performance management procedures.

**Main Duties**

**Support for pupils**

1. To work with groups of children under the supervision of the teacher including the delivery of programmes of work and implementation of ILPs
2. Assess the needs of pupils and use detailed knowledge and specialist skills/training/experience to support pupils learning
3. Establish productive working relationships with pupils, taking on role model by presenting a positive personal image and setting high expectations
4. Promote the inclusion and acceptance of all pupils
5. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
6. Promote independence and employ strategies to recognize and reward achievement of self-reliance
7. Provide feedback to pupils in relation to progress and achievement
8. Support pupils whilst recognising and responding to their individual needs.
9. Attend to pupils’ personal needs, including minor first aid and provide advice to assist their social, health and hygiene development.

**Support for Teachers**

1. Organise and manage appropriate learning environment and resources
2. Within an agreed scheme, of supervision, contribute to the whole planning cycle, including preparing challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
3. Give regular feedback on children’s progress to the class teacher and file records
4. Be responsible for keeping and updating records, information and data, producing analysis and reports as required
5. Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
6. Record progress and achievement in lessons/activities systematically and providing evidence of a range and level of progress and attainment
7. Undertake marking of pupil’s work and accurately record achievement/progress
8. Administer and assess routine tests and invigilate exams
9. Monitor and manage stock within an agreed budget, cataloguing resources and undertaking audits as required
10. Provide specialist advice and guidance (e.g. Science/PE) as required
11. Liase with parents/carers, schools and establish constructive relationships and communicate with other relevant bodies to support achievement and progress of pupils
12. Supporting the role of parents in pupils’ learning and contribute/lead meetings with parents to provide constructive feedback on pupil progress and achievement
13. Take the lead role in the development and implementation of appropriate behaviour management strategies promoting self-control and independence
14. Monitor and evaluate pupil responses to learning activities through observation and planned recording of achievement against predetermined learning objectives.

**Support for the Curriculum**

1. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs, including assessment
2. Contribute to the development of lesson/work plans
3. Deliver programmes including those linked to local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of pupils’ skills
4. Support the use of ICT in learning activities and develop pupils’ competence and independence in its use
5. Select and prepare resources necessary to lead learning activities, taking account of pupils’ interests, language and cultural backgrounds
6. Advise on appropriate deployment and use of specialist aid/resources/equipment

**Support for the School**

1. Ensure strategic processes are complied with in order to overcome barriers to learning, including e.g. behaviour management strategies
2. Comply with and assist with the development of policies and procedures relating to child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff.
3. Accompany teachers and pupils on educational visits
4. Assist in maintaining high standards of health and safety at all times.
5. Maintain good relationships with colleagues and work together as a team.
6. Deliver out of school learning activities within guidelines established by the school
7. Contribute to the identification and implementation of appropriate learning activities which consolidate and extend work carried out in class
8. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
9. Contribute to the overall ethos/work/aims of the school.
10. Establish relationships and communicate with other agencies/professionals, in liaison with the teacher, to support pupil progress and achievement
11. Take the initiative as appropriate to develop multi agency approaches to supporting pupils

**Line Management Responsibilities**

1. Manage the Teaching Assistant staff within the school or department under the direction of the headteacher
2. Liaise between managers, teaching staff and teaching assistants
3. Hold regular team meetings with managed staff
4. Represent teaching assistants at teaching staff/management/other appropriate meetings
5. Undertake recruitment/induction/performance management/training/mentoring for other teaching assistants

All elements of Specified Teaching Work undertaken by the postholder will be within the framework of the school’s Scheme of Supervision in line with the 2003 Regulations and (amended Regulations 2007. In addition to HLTA’s, the Regulations cover other groups of support staff who undertake ‘specified work’ at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. Headteachers will ensure that the support staff member has the skills, experience and expertise required to carry out ‘specified work’. Where more demanding aspects of ‘specified work are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the headteacher should have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise.

A teaching assistant Level 4 may be called upon to provide cover for whole classes e.g. to cover short term teacher absence. During the cover periods, there will be a requirement for the teaching assistant to carry out specified work such as planning, preparation, assessment and reporting.

The Teaching Assistant must carry out his or her duties with full regard and commitment to the Governing Body and City Council Policies.

Where the postholder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.

All employees in the Trust are expected to:

* Support the vision, values and objectives of the Trust and demonstrate a collaborative, team working approach to school and Trust improvement
* Take appropriate responsibility and action for safeguarding, be aware of confidential issues and maintain as appropriate
* Promote and act in accordance with the Code of Conduct and key policies including the Trust’s Health and Safety Policy, Equality Policy and Data Protection Policy
* Effectively represent the Trust when liaising with contractors and outside agencies/organisations Demonstrate tact and diplomacy in all interpersonal relationships with the public, pupils, parents and colleagues
* Demonstrate a commitment to continuous professional development
* Carry out duties other than those listed in the job description at an appropriate level, where the post holder has appropriate qualifications and has received appropriate training

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| **Person Specification** | **Essential / Desirable** | **Assessment stage** |
| **Qualifications** | | |
| Numeracy/literacy skills (at a level equivalent to NVQ Level 2) | Essential | Application, Interview |
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| **Knowledge and Experience** | | |
| Experience of working with or caring for children of a relevant age | Essential | Application, Interview |
| Ability to relate well to children and adults | Essential | Application, Interview |
| Ability to work as part of a team | Essential | Application, Interview |
| An understanding of the role of the Teaching Assistant and other professionals working in the classroom | Desirable | Application, Interview |
| Understanding of statutory frameworks relating to teaching | Desirable | Application, Interview |
| Basic understanding of child development and learning | Essential | Application, Interview |
| Effective use of ICT to support learning | Desirable | Application, Interview |
| Training in the relevant learning strategies and /or in a particular curriculum or learning area, eg. bilingual | Desirable | Application, Interview |
| Full working knowledge and understanding of national/foundation stage curriculum and other relevant learning programmes/strategic processes and barriers to learning | Desirable | Application, Interview |
| Ability to organise, motivate and lead a team | Essential | Application, Interview |
| Willingness to undertake minor first aid training as appropriate | Desirable | Application, Interview |
| Willingness and ability to undertake HLTA Level responsibilities (refer to HLTA standards) | Essential | Application, Interview |
| Ability to self-evaluate learning needs and actively seek opportunities | Essential | Application, Interview |
| Understanding of the principles of child development and learning processes | Essential | Application, Interview |
| **Behaviours and Values** | | |
| Demonstrates a collaborative, team working approach focused on improvement and supporting the vision, values and objectives of the organisation | Essential | Application, Interview |
| Demonstrate a commitment to appropriate professional standards, including core policies relating to equality and diversity and child protection | Essential | Application, Interview |
| Demonstrate a commitment to maintaining and developing professional knowledge and skills | Essential | Application, Interview |
| Tact and diplomacy in interpersonal relationships with all stakeholders | Essential | Application, Interview |
| To be flexible and able to adapt and prioritise appropriately | Essential | Application, Interview |
| Effective staff motivation and development, including establishment of a positive performance management culture | Essential | Application, Interview |
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