**Job Description**

**Job Title: Apprenticeship TA - Support for Specialist Curriculum Areas (Hospitality)**

**Location: Clacton Coastal Academy**

**Reports to: Appropriate Line Manager – Teaching Staff**

**Purpose of the Role:**

To provide an efficient and high quality support service to all students and teachers in the specialist curriculum area of Hospitality and Catering. To be responsible for the care and maintenance of tools, equipment and resources within the department and with maintaining a good learning environment. The purpose of the post is to provide support to ensure that the highest quality teaching, learning and working takes place, and to assist and support the department and in their work.

**Responsibilities:**

* To promote the inclusion of all students
* In liaison with the class teacher to work with students to target identified learning needs
* To provide practical support in the classroom to students who have recognised learning needs, supporting them to achieve their potential.
* To work with subject teachers to ensure lesson materials are used effectively in order for students to make the expected progress towards their target levels.

**Main Duties:**

* To source materials, ingredients and equipment economically and to order in compliance with the school financial procedures.
* To maintain stock and resources.
* To support students with their practical work as necessary.
* To provide maintenance of the Food Technology equipment and ensure that correct procedures are followed with regard to Health & Safety issues in the work environment, reporting any faults to the relevant person.
* To prepare materials/ingredients as directed by the teaching staff.
* To assist with displays and pre lesson planning including photocopying of resources.
* To assist teachers with the planning of educational visits.
* To undertake any duties related to the work of the school, which is appropriate to the post and required by the Headteacher.
* To comply with the requirements of Health and Safety, other relevant legislation and documentation.
* To understand and comply with the school’s Equal Opportunities policy and to work within the ethos of the school.
* To ensure the maintenance of a clean and orderly working environment.
* Clear away and clean equipment and materials used for practical work.
* To store all materials in a safe manner.
* To assist the teacher with health and safety and good behavior of pupils.
* To help with general admin within the faculty (e.g photocopying, printing, displays).
* When supporting the school, you will: Comply with policies and procedures relating to child protection, health and safety, security and confidentiality reporting all concerns to an appropriate person
* Attend relevant meetings
* Participate in relevant training.

*This job description is a guide to the duties the post holder will be expected to undertake. It is not intended to be exhaustive or exclusive and will be subject to change as working requirements dictate and to meet the organisational requirements of Academies Enterprise Trust.*

**Other clauses:**

1. The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal/Group/Chief Executive

5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

7. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

**Safeguarding**

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment.

**Person Specification**

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| General heading | Detail | Essential requirements: | Desirable requirements: |
| Qualifications | Qualifications required for the role | Right to work in the UK  GCSE Maths & English Grade A-C or equivalent or willingness to work towards literacy and numeracy functional skills | GCSE or BTEC qualifications relating to Catering/Hospitality |
| Knowledge / Experience | Specific knowledge/  experience required for the role | Basic understanding of child development and learning  Basic understanding of Hospitality environment | Experience of working with or caring for children of a relevant age  Experience of hospitality |
| Skills | Line management responsibilities (No.) | N/A | N/A |
| Forward and strategic planning | N/A | N/A |
| Budget (size and responsibilities) | N/A | N/A |
| Abilities | Good numeracy/literacy skills  Ability to communicate and relate well to both children and adults  Effective use of ICT to support learning.organisation  Ability to self-evaluate learning needs and actively seek learning opportunities  Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these |  |
| DBS (CRB) |  | This post is subject to receipt of a Disclosure and Barring Service Certificate |  |
| Personal Characteristics |  | Resilient  Self-Starter / Motivator  Team Player  Confident |  |
| Special Requirements |  | Evidence of a commitment to promoting the welfare and safeguarding of children and young people  Ability to travel as required |  |

**Institute for Apprenticeships / Teaching Assistant:**

Details of standard ST0454

Typical Job titles: Teaching Assistant, Learning Support Assistant, Specialist Support

Assistant and Support for Specialist Curriculum Areas

Duration: Typically 18 months Level: 3

Role Profile: Teaching Assistants work in Primary, Special and Secondary

education across all age ranges encompassing special educational needs and emotional vulnerabilities. The primary role of the Teaching Assistant is to support the class teacher to enhance pupils’ learning either in groups or individually, ensuring pupils understand the work set, know their learning objectives and stay on task in order to make progress. Promoting self-belief, social inclusion and a high self-esteem play an integral part to pupils’ well-being; ensuring pupils thrive in a positive, nurturing, safe environment. It is an active role supporting the learner to access the curriculum. They are good role models, act with honesty and integrity, take part in team meetings; contribute to planning and class activities. Promoting Fundamental British Values through spiritual, moral, social and cultural development and positive behaviours are crucial in contributing to improved pupil progress and development.

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| **Knowledge** | **What is Required:** |
| Understanding how pupils  learn and develop | Understand the need to provide feedback to support and  facilitate an appropriate level of independence.  Comprehend appropriate levels of learning resources to  identify and help address weakness, consolidate strengths and develop individualised expectations.  Recognise different stages of child development through  school, eg: transition between key stages. |
| Technology | Recognise the importance of using appropriate technology to support learning |
| Working with teachers to understand and support assessment for learning | Understand the need to accurately observe, record and report on pupil’s participation, conceptual understanding and progress to improve practice and assessment for different groups of pupils |
| Curriculum | An appropriate knowledge of the curriculum and context you are working in |
| Keeping Children Safe in Education | Understand current statutory guidance including ‘Keeping Children Safe in Education’ Part 1, safeguarding policies, Prevent Strategy  Understand the importance of sharing relevant information, in a timely manner with the designated Safeguarding lead.  Understand the importance of first aid procedures, recording/reporting incidents and a broad knowledge of Health & Safety Policy |
| **Skills** | **What is Required:** |
| Developing strategies for support | Develop strategies to support and encourage pupils to move towards independent learning  Use appropriately varied vocabulary to ensure pupils’ understanding  Embed effective behaviour management strategies using discipline appropriately and fairly in line with the school’s policy  Deliver interventions in accordance with training given (RAG rating)  Foster and encourage positive, effective, nurturing and safe learning environments inspiring pupils to take pride in and learn from their individual achievements |
| Communication and team- work | Work closely with teachers to ensure own contribution aligns with the teaching.  Ensure regular communication with teachers to provide clarity and consistency of role within lessons.  Deliver/lead small group teaching within clearly defined/planned parameters using initiative, sensitivity and understanding.  Build appropriate relationships with colleagues, pupils, parents, adults and stakeholders.  Comply with academy policy and procedures for sharing confidential information and know when and where to seek advice.  Implement current statutory guidance including ‘Keeping Children Safe in Education’ Part 1, safeguarding policies, Prevent Strategy.  Undertake safeguarding training.  Support pupils’ well-being whilst embedding the importance of online safety. |
| Working with teachers to accurately assess | Contribute to a range of assessment processes and use information effectively for example: written records.  Use specific feedback to help pupils make progress.  Apply good subject knowledge to support accurate assessment. |
| Using technology | Use school computer systems, including specialist software eg: online registration, intervention programmes and management information systems.  Use relevant technology competently and effectively to improve learning.  Ensure pupils use technology safely. |
| Problem solving/ability to motivate pupils | Use a range of strategies including scaffolding and open questioning skills to enable pupils to access and engage in learning.  Recognise the difference between pastoral and academic issues and model good behaviour for learning. |
| **Behaviours** | **What is Required:** |
| Building relationships/ embracing change | Flexibility, trust, professional conduct, confidentiality and being respectful.  Promote the school’s efforts to build positive behaviour for learning.  Promote and exemplify positive behaviour and uphold the school ethos.  Be enthusiastic and open to new ideas, |
| Adding value to education | Praise; provide constructive and specific feedback and support pupils, helping them to achieve their maximum potential socially, emotionally and academically through peer marking and reflection. |
| Promoting equality, diversity and inclusion | Keep pupils at the centre of everything.  Promote community cohesion and cultural diversity encompassing a full understanding of the school’s ethos. |
| Professional standards and personal accountability | Demonstrate professional relationships in line with Staff Handbook.  Be diplomatic, a positive role model and maintain confidentiality.  Optimise learning opportunities and reflect on their personal development.  Demonstrate a willingness to learn and improve personal skill set. |
| Team working, collaboration/ engagement | Work collaboratively and constructively with the whole school team.  Engage professionally as appropriate with outside professionals. |