**Northern Education Trust – Job Description**

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|  | **Job Title:** |  |  | Teaching Assistant - Maths | | | | |  |  |  |
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|  | **Base:** |  |  | Thorp Academy | |  |  |  |  |  |  |
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|  | **Reports to:** |  |  | Head of Department |  |  | **Grade:** |  |  | NJC SCP 7-11 |  |
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|  | **Service responsibility:** |  |  |  |  |  | **Salary:** |  |  | 35Hrs, 39 Weeks |  |
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|  | **Additional:** |  |  |  |  |  | **Term:** |  |  |  |  |
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**JOB PURPOSE**

* To work as part of the Maths Department to support interventions with students who require additional mentoring to achieve GCSE.
* To work with other small groups and individual students across Key Stage 3 and 4 within Maths as required.
* To promote the learning and welfare of students by providing practical and learning support to students, including those with special needs under the direction of a class teacher/Inclusion Coordinator.

**JOB SUMMARY**

1. Deliver intervention programs to individuals and small groups, preparing relevant and appropriate learning experiences in conjunction with the Department staff, enabling them to achieve maximum access and participation in the National Curriculum.
2. Discuss reasons for underperformance with students, through interview.
3. Assist in the development of suitable intervention material and keep a log on students who undertake intervention, providing assistance on the recording and reporting procedures.
4. To work under the direction of the class teacher and to assist in the planning, monitoring and evaluation of the student’s learning ensuring that progress is clearly recorded and related to the learning objectives for that student;
5. Liaise regularly with the Head of Department and teachers, informing them of progress and providing relevant feedback.
6. Help students to further develop numeracy skills. To help students develop their language and reasoning skills and to assist students in the organisation, preparation and display of set assignment tasks;
7. To establish productive working relationships with students, acting as a role model and setting high expectations;
8. Support the Consequences system to ensure high standards of student behaviour;
9. Under the direction of the teacher, to assist in maximising the use of ICT in the learning process;
10. Contribute to the formulation of measures that are directly connected to student achievement, in partnership with parents and under the direction of the relevant professionals;
11. To aid the student to learn as effectively as possible both in-group situations and individually by:
    1. Clarifying and explaining instructions
    2. Ensuring the child is able to use equipment and materials provided
    3. Motivating and encouraging the student as required

32

* 1. Helping students to concentrate on and finish work
  2. Liaising with subject teachers about IEPs
  3. Developing appropriate resources to support the children if required

1. To encourage acceptance and inclusion of the student with special needs;
2. To develop methods of promoting/reinforcing the child’s self-esteem;
3. To assist in the development of a suitable programme of support (IEP) for students who need learning support;
4. Play an appropriate part in child protection procedures, such as relating relevant factual information and recording/reporting disclosures to the designated teacher/relevant professional;
5. To comply with academy / Trust policies and procedures at all times.

NET is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and the post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

Signed: …………………………………… Date: ……………………………….

33

**Northern Education Trust**

Post: Teaching Assistant - Maths

**PERSON SPECIFICATION**

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|  |  |  |  |  |  |  |  | **Assessed by:** | | | |  |
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|  | **No** |  |  | **Categories** |  | **Essential /** |  | **App Form** |  |  | **Interview /** |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  | **Desirable** |  |  |  |  | **Task** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **QUALIFICATIONS** | | | |  |  |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |  |  |
| 1. | |  |  | 5 GCSE’s or equivalent, including English |  | E | | **** | |  |  |  |
|  |  |  |  | and Maths |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |  |  |
| 2. | |  |  | Willingness and ability to obtain and/or |  |  |  |  |  |  |  |  |
|  |  |  |  | enhance qualifications and training for |  | E | | **** | |  |  |  |
|  |  |  |  | development in the post |  |  |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |  |  |
| 3. | |  |  | Evidence of continuous professional |  | E | | **** | |  |  |  |
|  |  |  |  | development and training |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
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|  | **EXPERIENCE** | | | |  |  |  |  |  |  |  |  |
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| 4. | |  |  | Experience of working in a school |  | E | | **** | |  | **** | |
|  |  |  |  | environment |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |  |  |  |  |  |
| 5. | |  |  | Experience of using Microsoft Office |  |  |  |  |  |  |  |  |
|  |  |  |  | packages, SIMS, databases and web |  | E | | **** | |  | **** | |
|  |  |  |  | technologies |  |  |  |  |  |  |  |  |
|  |  | |  | |  |  |  |  |  |  |  |  |
|  | **ABILITIES, SKILLS AND KNOWLEDGE** | | | |  |  |  |  |  |  |  |  |
|  | |  |  |  |  |  | |  | |  |  | |
| 6. | |  |  | Excellent communication and listening skills |  | E | | **** | |  | **** | |
|  | |  |  |  |  |  | |  | |  |  | |
| 7. | |  |  | Ability to respect and maintain confidentiality |  | E | | **** | |  | **** | |
|  | |  |  |  |  |  |  |  |  |  |  |  |
| 9. | |  |  | ICT literate with a working ability to use key |  |  |  |  |  |  | **** | |
|  |  |  |  | IT software to present work to a high |  | E | | **** | |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  | standard. |  |  |  |  |  |  |  |  |
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| 10. | |  |  | Ability to relate to students in a pleasant the |  |  |  |  |  |  |  |  |
|  |  |  |  | sympathetic manner and to recognise |  | E | | **** | |  | **** | |
|  |  |  |  | potential child safeguarding issues |  |  |  |  |  |  |  |  |
|  | |  |  |  |  |  | |  | |  |  | |
| 11. | |  |  | Efficient and effective organisational skills |  | E | | **** | |  | **** | |
|  | |  |  |  |  |  |  |  |  |  |  |  |
| 12. | |  |  | Excellent customer service skills and ability |  | E | | **** | |  | **** | |
|  |  |  |  | to respond quickly as circumstances dictate. |  |  |
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| 13. | |  |  | Ability to work effectively as part of a team, |  |  |  |  |  |  |  |  |
|  |  |  |  | understanding Academy roles and |  | E | | **** | |  | **** | |
|  |  |  |  | responsibilities and your own position within |  |  |
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|  |  |  |  | these. |  |  |  |  |  |  |  |  |
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|  | **PERSONAL QUALITIES** | | | |  |  |  |  |  |  |  |  |
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| 14. | |  |  | A strong commitment to the Trust values |  | E | | **** | |  | **** | |
|  |  |  |  | and ethos |  |  |
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|  |  |  |  |  |  |  |
|  |  |  |  |  |  | **Desirable** |  |  |  |  | **Task** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15. | |  |  | Commitment to support the Trust’s agenda |  | E | | **** | |  | **** | |
|  |  |  |  | for safeguarding and equality and diversity |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  | |  |  |  |  |  | |  | |  |  | |
| 16. | |  |  | A flexible approach and strong work ethic |  | E | | **** | |  | **** | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |