

**CITY OF LONDON ACADEMY - ISLINGTON****JOB DESCRIPTION**

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**Title of Job:** Teaching Assistant**Scale:** 5**DEPARTMENT:** Support Staff

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**PERSON REPORTS TO:** Head of Learning Support

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**PURPOSE OF THE JOB**

To provide support for students with Physical Disability, the teacher and the Academy in order to raise standards of achievement for all students, to encourage students to become independent learners, to provide support for their welfare, and to support the inclusion of students in all aspects of Academy life.

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**EQUAL OPPORTUNITIES**

COLA-I has a strong commitment to achieving equality of opportunity in both services to the community and the employment of people and expects all employees to understand and promote its policies in their work.

**DUTIES AND RESPONSIBILITIES:**

The Teaching Assistant will support the Inclusion Team in the following duties and responsibilities:

1. Work as part of the staff team at the direction of the AVP and SENCO or Class Teacher to support teaching provision and students' learning.
1. Under the guidance of the Class Teacher, to work with individuals and groups of students in class, including those students with additional educational needs, Special Educational Needs or Statements of SEN, to help them to achieve to the best of their ability.
2. At the direction of the Class Teacher, to help to plan and organise learning activities. Help to develop and prepare resources, and plan and implement strategies for teaching and learning for individuals and groups of students, taking into account their specific needs, including Special Educational Needs.
3. Support the teaching of the National Literacy Strategy, e.g. by delivering the ALS, ELS, FLS and Progress units to groups of students, support the teaching of the National Numeracy Strategy and assist students to access the full curriculum. Be familiar with lesson plans, IEP targets and learning objectives.
4. Monitor the progress of identified students, keep written records consistent with Academy systems and provide the teacher with feedback on students progress in relation to provision.
5. Provide support for students' emotional and social development by encouraging and modelling positive behaviour, and dealing with disruption as agreed in the Academy's Behaviour Management Policy. Contribute to programmes of support for identified students.
6. Ensure the physical welfare of students and assist students with their physical needs as appropriate and agreed, e.g. assisting with lifting.

7. Communicate and liaise with other members of the Academy staff and act as co-coordinator/link person to other teaching assistants.
8. Disseminate information to support staff in order to ensure the most effective provision for students' academic, emotional and social development and act as mentor to newly recruited Teaching Assistants.
9. Under the direction of the Class Teacher, communicate and liaise with professionals from outside the Academy and implement their advice in provision for individuals or groups of students.
10. Under the guidance of the SENCO, contribute to setting IEP targets and to IEP reviews. Attend and contribute to meetings to review students' progress, and contribute to written reports.
11. In collaboration with the Class Teacher, communicate and liaise with parents and carers to facilitate the progress and inclusion of students, e.g. by acting as key worker or implementing home-Academy liaison systems.
12. Supervise students in the playground and plan and organise playtime activities.
13. Attend outings with students, in accordance with Academy policies and safety guidelines, providing assistance with students' care and welfare and with the learning activities undertaken.
14. Participate in the Academy's student mentoring programme and ALA programme.
15. To attend department meetings, as required.
16. Under take any other reasonable duties from time to time as may be directed by the Principal or her nominee.
17. Undertake an area of responsibility e.g. act as co-ordinator for other teaching assistants, co-ordinate training programmes as directed by the Principal (or representative).
18. Within your contracted hours, and as identified in Performance Management Processes, undertake specific training such as may be required to enable you to provide the Academy with effective support. This may include accredited training, training in a particular area of SEN, or in particular aspects of the National Literacy and Numeracy Strategies, or Key Stage 3 Strategy, in behaviour management or particular areas of learning need. Training may be provided centrally or in Academy.
19. Take part in Performance Management in order to identify and agree development and training needs.
20. To undertake other duties appropriate to the post that may reasonably be required from time to time.

## Person Specification

**Job Title:** Teaching Assistant

	Essential	Desirable
<b>Qualifications</b>		
Educated to Degree level or equivalent	✓	
Evidence of specialism in specific curriculum areas or areas of particular learning difficulty.	✓	
Demonstrable levels of numeracy & literacy	✓	
<b>Experience</b>		
Experience of working with children (either paid or unpaid capacity) preferably in an education setting.	✓	
Attend induction training (for level 1 a willingness to attend); NLS, NNS, ALS, ELS, FLS training as appropriate and training relevant to the post.	✓	
Ability to use IT effectively to support learning and raise achievement and as a management tool	✓	
Demonstrate an awareness of key Academy plans, policies and procedures, especially the Academy Development Plan, Health and Safety Procedures and Child Protection Procedures.	✓	
Demonstrate experience of effective performance management and quality improvement within a school environment.	✓	
Collaborative teaching methods and working with colleagues in the preparation, assessment and monitoring work	✓	
Demonstrable experience of improving student outcomes	✓	
Strategies to raise standards and achievement of students	✓	
<b>Skills</b>		
Must be well organised	✓	
Must be well presented	✓	
Excellent creative teaching ability.	✓	
Ability to supervise students effectively both in and out of Academy in line with the Academy's behaviour policy.	✓	
Excellent communication and organisational skills	✓	
Ability to work without constant supervision, to provide assistance as and when required, to 'seek' work when unoccupied; to think clearly in emergency situations.	✓	
Ability to form and maintain appropriate professional relationships and boundaries with children and young people.	✓	
Ability to work hard under pressure while maintaining a positive, professional attitude	✓	
Ability to organise and prioritise workload and work on own initiative	✓	
Good interpersonal skills and the ability to work collaboratively, leading to professional development of staff, to the achievement of the Academy aims and to the efficient running of all departments	✓	
Ability to organise the classroom activities e.g. preparing and setting out resources (under direction).	✓	
Ability to undertake and take a lead responsibility e.g. to act as coordinator for other teaching assistants, to co ordinate training programmes, organise reading recovery programmes etc	✓	
Understanding of basic First Aid procedures.	✓	
Ability to monitor and evaluate students' performance using the Academy's systems in place.	✓	
Ability to deal with sensitive information in a confidential manner.	✓	
Ability and willingness to work as part of a team	✓	
Ability to update and maintain accurate students records	✓	
Commitment to personal career development. Willingness to attend Academy training sessions.	✓	
Ability to deliver NLS units to groups of students e.g. ALS, ELS, FLS.	✓	
Able to form and maintain appropriate professional relationships and boundaries with children and young people.	✓	
<b>Knowledge and Understanding</b>		
Knowledge & understanding of the National Curriculum including the literacy and numeracy strategies.		✓
A commitment to providing a responsive and supportive service and a willingness to constantly seek ways of improving the service.	✓	
Understanding of and commitment to work within the scope of Academy policies and procedures.	✓	
Knowledge & understanding of the Academy's health and safety policy.	✓	
An understanding of the importance of lesson plans, IEPs and learning objectives and to contribute to their learning.	✓	
Willingness to attend and participate in meetings to review students' progress.	✓	
A commitment to deliver services within the framework of the Academy's equal opportunities policy.	✓	
Understanding of assessment systems	✓	
<b>Equal Opportunities</b>		
Understanding of different social backgrounds of pupils	✓	
Understanding the needs of pupils and the appropriate policies and strategies to support them	✓	
Understand the needs of bilingual pupils	✓	