



## Job description for Teaching Assistant

**Grade: Grade 6 Point 15 to 20 Salary £22911 - £25295 (pro rata)**

**Contract: Fixed term, part-time, 30 hours per week, term time only**

Contracts for teaching assistants are variable-hour contracts. At Alderman Knight this means that the contract is based on a 'core' of 24 hours per week. Under the terms of this offer, working hours may be changed subject to a maximum variation of plus or minus 25% of the core hours stated above. Any change will of course be by mutual agreement or by the school giving reasonable notice of the change. The salary will then be amended from the effective date of the change in hours. In addition to the above, the post holder will be expected to work flexibly within your hours of work to meet the needs of the school and its students.

**Please note the post is being offered on 30 hours. There is not flexibility on these hours and TAs are appointed with 30 as their minimum hours for September 2020.**

The working day for Teaching assistants is from 8.25am on Monday and Thursday when there is a whole staff briefing. Teaching assistants are expected to attend these briefings. On Tuesday, Wednesday and Friday, Teaching assistants are required to be in school ready to meet and greet the pupils at 8.40am.

The pupils go home by 3pm. This allows, within the 30 hours paid time, two hours each week for Teaching assistants to attend meetings and other activities after school so the finish time will depend upon the arrangements for these. Teaching assistants will also attend the 5 INSET days. All teaching assistants have a twenty-minute morning break and thirty-minute lunch break. All Teaching assistants all do a lunch duty.

### Conditions of Service

The following Conditions of Service document applies to this post

- Support Staff [LA Schools]: National Joint Council for Local Government Services national Agreement on pay and conditions and related Local Agreements.

### Special conditions

1. This appointment is term time only
2. The appointment will be subject to a probationary period of 3 months
3. This is a variable hours fixed term contract – see details given above

4. The appointment is subject to termination by 1 month notice on either side
5. The appointment is also clearly subject to Children and Young Persons Clearance [through the Criminal Records Bureau].

### Purpose

**To assist and support qualified teaching staff with their responsibilities, providing high quality teaching and learning experiences for all young people enabling them to achieve their potential. This will include:**

**Supervising the activities of individuals or groups, to ensure their safety and facilitate their physical and emotional development, undertaking those activities necessary to meet these needs**

**Undertaking activities that will support the development of young people's knowledge, skills and understanding including the implementation of agreed work programmes with individuals/ groups in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning and review cycle and the management/ preparation of resources.**

**Key Job Outcomes –** In carrying out their duties and responsibilities effectively, teaching assistants will provide focused support for pupils/ students, the curriculum, and the school. Examples of the type of support that will be expected are given below.

### 1. Support for Pupils and Students

*(Please note we use the term Pupils for Pre – 16 and Students for Post 16)*

- Establish productive working relationships with pupils/students, acting as a role model with high but realistic expectations in terms of learning and behaviour.
- Promote the inclusion and acceptance of all pupils/ students within the classroom.
- Support students consistently whilst recognising and responding to their individual needs.
- Assist with the development, monitoring and reviewing of outcomes on EHC plans.
- Encourage pupils/ students to interact and work co-operatively with others and engage all students in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils/students in relation to progress and achievement.
- Use specialist (curricular/ learning) skills/ training/ experience to support pupils/students.

## **2. Support for teachers – within the agreed system and appropriate level of supervision**

- Work with the teacher to establish an appropriate learning environment.
- Work with the teacher in lesson planning, evaluating and adjusting lessons/ work plans as appropriate.
- Monitor and evaluate pupils/students' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Provide objective and accurate feedback and reports to the teacher on pupil/student achievement, areas for development etc. ensuring the availability of appropriate evidence, as required.
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/ records as requested.
- Undertake aspects of marking of pupils'/students' work and accurately record achievement.
- Promote positive values, attitudes and behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils/ students to take responsibility for their own behaviour.
- Liaise sensitively and effectively with parents/carers as agreed with the tutor within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed.
- Administer and assess routine tests and invigilate exams/tests as appropriate.
- Provide general clerical/administrative support to further learning e.g. support with coursework, produce differentiated materials for agreed activities etc.

## **3. Support for the curriculum – within the agreed system and appropriate level of supervision**

- Implement agreed learning activities/ teaching programmes, adjusting activities according to student responses/ needs.
- Implement recognised and agreed learning strategies as appropriate e.g. literacy, numeracy and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Support the use of ICT in learning activities and help develop pupils/students' competence and independence in its use.
- Help pupils/students to access learning activities through specialist support where necessary.
- Determine the need for, prepare and maintain general and specialist equipment and resources.

## **4. Support for the school**

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils/students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/ work/ aims of the school.

- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the tutor, to support pupils/student achievement.
- Attend and participate in regular meetings and school functions as appropriate.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Provide appropriate guidance and supervision and assist in the training and development of other staff as appropriate.
- Undertake planned supervision of pupils'/ students' out of school hours learning activities if appropriate.
- Supervise pupils/students on visits, trips and out of school activities as required.

**Supervisory responsibility** - None

**Principal contacts** - Pupils, students, tutor team staff, classroom teachers, line manager, other teaching assistants and support staff, parents/ carers, other professional groups/ individuals,

**Line management – To be provided by a member of the Senior Team.**

These job details do not necessarily define in detail all the duties/ responsibilities of the post. It will be reviewed regularly and may be subject to modification or amendment following consultation with the post holder

**September 2020**

## **Person specification for Teaching Assistant**

**Grade 6 15 to 20**

### **Supporting and delivering learning**

<b>Experience, qualifications and training</b>	<p><b>Essential</b> Professional experience/ qualifications that the governors consider to be appropriate to meet the needs of the post and the requirements of the school  Experience supporting the learning of children and young people with a range of special educational needs similar to those at Alderman Knight School.  Evidence of good literacy, numeracy and ICT skills</p> <p><b>Desirable</b> A qualification in literacy and numeracy equivalent to at least a Level 2 of the National Qualification framework  Additional evidence of further training/ experience in Special Educational Needs</p>
<b>Knowledge and skills</b>	<p><b>Essential</b> A working knowledge of relevant policies/ codes of practice and awareness of relevant legislation  A working knowledge of the national curriculum and other relevant learning programmes/ strategies  A good understanding of the factors influencing how children and young people learn  An understanding of the issues which may have an adverse effect on young people  The ability to self-evaluate learning needs and actively seek learning opportunities  The ability to relate well to children and adults communicating clearly, concisely and calmly  To be able to work as part of a team, understanding classroom roles and responsibilities and your own position within these  To be able or willing to learn to use ICT and other technological equipment effectively to support learning</p>
<b>Disposition, attitude and motivation</b>	<p><b>Essential</b> Highly motivated, enthusiastic and committed to supporting the development and independence of all young people  Able to recognise, and actively support, unexpected opportunities to promote development and independence.</p>

	<p>A real passion for supporting children and young people with a range of additional and often challenging needs.</p> <p>Consistently high expectations in terms of learning and behaviour of all students</p> <p>Competent and confident in own ability, able to work on own initiative with a 'have a go' attitude</p> <p>Calm and relaxed with a very good sense of humour</p> <p>Able to respond willingly and appropriately to new and unexpected situations</p> <p>Willing to gain new skills and knowledge that will improve the quality of support for students</p>
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### **Experience, Qualifications and Training.**

For a position as a Grade 6 Teaching Assistant at Alderman Knight School the Governors will be seeking to appoint someone with significant experience, qualifications and/ or training in areas that will complement the existing team and support high quality teaching and learning across the school.

This can include experience, qualifications and/ or training in a wide range of professions.

For example;

1. Teaching
2. Social work
3. Youth/ community work
4. Physiotherapy, occupational and speech therapy
5. Nursing

It can also include specific child focused qualifications designed to support the role of teaching assistant.

For example;

1. Certificate of the NNEB
2. NVQ level 3 in relevant areas e.g. Childcare in Education
3. BTEC National Diploma in Childhood Studies
4. City and Guilds 7321 – 02 Certificate in Learning Support + 3 years relevant experience
5. City and guilds 7321 – 02 Advanced Certificate in Learning Support

The governors also recognise that if a person has worked for a minimum of 6 years as a Teaching Assistant to a high standard then this enables them to be considered for a Grade 6 post. The time worked each week will be considered when deciding this.