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Teaching Assistant – Supporting & Delivering Learning

Evaluated Grade – Scale 3

**Job Description**

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| **Job Purpose** |
| To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement 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 cycle and the management/preparation of resources. Staff may also supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task. Cover Supervisors will need to respond to questions and generally assist pupils to undertake set activities.  |
| **Major Tasks**  |
| * To respond quickly to taking over the management of a whole class within an agreed key stage.
* Pupils complete the planned activities.
* Make the most effective use of additional adults.
* Report back any issues to staff and parents.
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| **Contacts & Relationships** |
| * Use specialist (curricular/learning) skills/training/experience to support pupils
* Assist with the development and implementation of IPMs
* Establish productive working relationships with pupils, acting as a role model and setting high expectations
* Promote the inclusion and acceptance of all pupils within the classroom
* Support pupils consistently whilst recognising and responding to their individual needs
* Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
* Promote independence and employ strategies to recognise and reward achievement of self-reliance
* Provide feedback to pupils in relation to progress and achievement
* 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
* Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
* Administer and assess routine tests
* Provide general clerical/admin. Support e.g. produce worksheets for agreed activities etc.
* Help pupils to access learning activities through specialist support
* Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
* Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
* Attend and participate in regular meetings
* 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 staff as appropriate
* Undertake planned supervision of pupils’ out of school hours learning activities
* Supervise pupils on visits, trips and out of school activities as required
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| **Creativity** |
| * Monitor and evaluate pupils’ responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
* 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
* Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
* Undertake marking of pupils’ work and accurately record achievement/progress
* Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
* Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
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| **Decisions** |
| * Implement local and national learning strategies e.g. literacy, numeracy, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
* Contribute to the overall ethos/work/aims of the school
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| **Management & Supervision** |
| * Make effective use of other adults within the class
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| **Supervision Received** |
| * Support from senior leaders and partner class teacher.
* Will work independently as a Cover Supervisor, but they will work from the class teacher’s planning.
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| **Complexity** |
| * Being able to adapt quickly to covering a whole class.
* Ensuring the safety and good behaviour of pupils
* Supporting pupil learning
* Responsibility for teaching a whole classroom during short absences of the class teacher
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| **Resources** |
| * Support the use of ICT in learning activities and develop pupils’ competence and independence in its use
* Determine the need for, prepare and maintain general and specialist equipment and resources
* 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
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| **Impact** |
| * The class has been well managed in the absence of the class teacher.
* Ensure all pupils feel safe and secure
* To support pupils in reaching their full potential academically
* To support pupils emotionally, developing well rounded pupils
* To work effectively within a team establishing productive and effective relationships
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| **Physical Demands** |
| * Managing a whole class of pupils in the classroom, in the hall and outside for PE lessons.
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| **Working Environment** |
| * In the class and out on the playground. If the weather is poor, they will be monitoring students in classroom during indoor play or indoor PE.
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| **Emotional Context**  |
| * Managing a range of behaviours within the class from children that you might not know well.
* If a pupil discloses any safeguarding issues, they would pass the relevant information on to Designated Safeguarding Lead
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| **Other** |
| The postholder will be expected carry out any other duties as are within the scope, spirit and purpose of the job, commensurate with the grade. The postholder will be expected to actively follow Telford & Wrekin Council policies, including those such as Equal Opportunities, Human Resources, Information Security and Code of Conduct etc. The postholder will be expected to maintain an awareness and observation of Fire and Health & Safety Regulations. |

**Person Specification**

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| **Criteria** | **Standard** |
| **Qualifications** | * Very good numeracy/literacy skills
* NVQ3 for Teaching Assistants or equivalent qualification or experience
* Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, Maths, English, CACHE etc
* Appropriate First Aid training
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| **Experience** | * Experience working with children of relevant age
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| **Knowledge** | * Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation
* Understanding of principles of child development and learning processes
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| **Skills** | * Can use ICT effectively to support learning
* Use of other equipment technology – video, photocopier
* Ability to self-evaluate learning needs and actively seek learning opportunities
* Ability to relate well to children and adults
* Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these
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| **Personal style & behaviours** | * Flexible and able to adapt quickly to new situations.
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This post has been identified as a customer facing role and therefore the Council is required to fulfil their statutory duty under Part 7 of the Immigration Act 2016. As a public body the Council is obliged to ensure member of staff in such roles are able to have a command of spoken English which is sufficient to enable the effective performance of their role.

This post has been assessed as requiring C1 level under the Common European Framework of Reference for Language (CEFR). As they will be a Cover Supervisor, they will need to be able to:

* Understand a wide range of demanding, longer clauses and recognise implicit meaning
* Can express ideas fluently and spontaneously without much obvious searching for expressions
* Produce clear, well-structured detailed text on complex subjects showing controlled use of organisational patterns, connectors and cohesive devises.

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We will ensure, so far as is reasonably practicable, that no disabled applicant is placed at a substantial disadvantage. This person specification includes what we believe are fully justifiable essential and desirable selection criteria. Provided that the selection criteria unconnected with the disability are met, we will make ALL reasonable adjustments in order that someone with a disability can undertake the duties involved.

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| **Type of criminal records checks required for this post** | **Ticked as required** |
| Enhanced Disclosure |  |

Information on types of criminal records checks is available at:

<https://www.gov.uk/disclosure-barring-service-check>