



NJC Scale 3 (points 5-6)

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

- Working within a classroom environment supporting children’s learning (group or individual as instructed by class teacher).
- Following a pre-determined plan for work. Teacher to set plan.
- Reporting back to the teacher as appropriate.
- Ensuring that safeguarding procedures are followed at all times and promoting the welfare of children in school including administering First Aid once trained appropriately.
- Upholding and enforcing the school ethos

Contacts & Relationships

- Use specialist (curricular/learning) skills/training/experience to support pupils
- Assist with the development and implementation of IEPs
- 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 and invigilate exams/tests
- Provide general clerical/admin. support e.g. administer coursework, 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

<ul style="list-style-type: none"> • 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
Creativity
<ul style="list-style-type: none"> • 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
Decisions
<ul style="list-style-type: none"> • Implement local and national learning strategies e.g. literacy, numeracy, KS3, 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
Management & Supervision
<ul style="list-style-type: none"> • No Management or Supervisory responsibilities
Supervision Received
<ul style="list-style-type: none"> • As with all teaching staff, LAs are subject to lesson observations, book scrutinies and performance management where the quality of their work will be reviewed in line with the schools monitoring systems. • LAs are line managed by their class teacher and ultimately, the Senior Leadership Team.
Complexity
<ul style="list-style-type: none"> • The school behaviour policy and staff code of conduct policy are available to this member of staff. • Decisions regarding resources procurement will be referred to management • The role of the LA is a complex one requiring a range of skills and competencies such as initiative, empathy, problem solving and compassion. This changes on a day to day basis.
Resources
<ul style="list-style-type: none"> • 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
Impact
<ul style="list-style-type: none"> • This role has an impact on the children with whom the LA works. This role will support the children with the work which has been set by the class teacher. The LA

will offer guidance to the child as needed. The teacher will decide what tasks the LA will carry out and when.

- There is also an impact on the class teacher due to the sharing of the workload

Physical Demands

- This role is not specifically physically demanding. The employee should follow the procedures and guidelines of the schools Health & Safety Policies. There will minimal standing required with this role.

Working Environment

- A classroom environment with very little outdoor working. There may be occasions when the LA will be required to support the children with their learning outside. On these occasions they may encounter adverse weather conditions such as cold and wind.
- When liaising with parents, the LA will have the full support of both the Head Teacher and the class teacher. If they were to encounter a difficult situation with a parent which resulted in verbal abuse, the Head Teacher would intervene and continue the conversation with the parent.

Emotional Context

- This job can be emotionally distressing and as such, the employee is supported by the school's wellbeing guidance. Some issues which are dealt with in school regarding children are of a distressing nature and will be handled by the Head Teacher and the Safeguarding Leads. If information is disclosed to a member of staff by a child, the member of staff should follow the Safeguarding policy for referral.

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.

The postholder will be expected to attend training as required by the Governing body.

Person Specification

Criteria	Standard
Qualifications	<ul style="list-style-type: none"> • 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
Experience	<ul style="list-style-type: none"> • Experience working with children of relevant age
Knowledge	<ul style="list-style-type: none"> • Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation • Understanding of principles of child development and learning processes
Skills	<ul style="list-style-type: none"> • 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
Personal style & behaviours	<ul style="list-style-type: none"> •
Fluency Duty	<p>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 B2 level under the Common European Framework of Reference for Language (CEFR). This level has been selected as the post holder needs to communicate effectively and appropriately with parents, staff and children.</p> <ul style="list-style-type: none"> •

.....

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.

.....

Type of criminal records checks required for this post	Ticked as required
None	
Basic Disclosure	
Standard Disclosure	
Enhanced Disclosure	
Working with Adults - Regulated Activity	
Working with Children - Regulated Activity	

Information on types of criminal records checks is available at:

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

