

# Teaching Assistant

B1 (SCP 4-6)  
32.5 Hours Per Week (TT + 5 Days)

## PURPOSE OF ROLE

To work closely with the classroom teacher to provide high quality support for children, including those with Special Educational Needs.

**Line Manager:** SENDCo Co-ordinator

## KEY ACCOUNTABILITIES (and specific duties/ responsibilities)

To work in partnership with classroom teachers, providing support for curriculum programmes and guiding young people to overcome their barriers to learning.

- Using curriculum programmes developed by teachers to lead groups of students to promote literacy and numeracy
- Plan, prepare, and deliver structured and agreed learning activities, differentiating activities for the needs of the students
- To provide support for after school classes, and holiday classes for 5 days
- To support disadvantaged students to help 'narrow the gap'
- To provide feedback to students in relation to progress and achievement
- To work with teachers to establish an appropriate learning environment
- To establish productive working relationships with students, acting as a role model and setting high expectations
- To promote the inclusion and acceptance of all students within the classroom and encourage students to interact and work co-operatively with others and engage all students in activities
- To promote independence and employ strategies to recognise and reward achievement or self-reliance
- To be responsible for keeping and updating records as agreed with the class teacher and/or relevant line manager
- To promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour
- To help support in the administration of assessments and tests including invigilation of exams/tests
- To 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 by the teacher
- To establish constructive relationships and communicate with other agencies/professionals in liaison with the teacher, to support achievement and progress of students
- To supervise students on visits, trips and out of Academy hours learning activities as required which fall within the remit and hours of the post

## PERFORMANCE MEASURES

- Deliver effective and engaging interventions and learning activities
- Build productive working relationships with students, acting as a role model and setting high expectations
- Be an excellent role model, exemplifying high personal and professional standards and promoting high expectations for all members of the Trust
- Work with class teachers to promote and establish the learning space as an effective vehicle for learning

- To contribute to the wider life of the academy
- To contribute to the induction of new students as appropriate
- To act as a tutor and carry out the duties associated with the role as outlined in the generic job description
- To ensure effective communication as appropriate with all stakeholders and persons or bodies outside the Academy, particularly with our sponsors
- To undertake any necessary professional development as identified in the Academy Development Plan, taking full advantage of any relevant training and development available
- To undergo appropriate training in order to develop skills for the post
- To play a full part in the life of the Academy community, to support its distinctive mission and ethos and to encourage staff and students to follow this example
- To promote actively the Academy's corporate policies
- To continue personal development as agreed
- To actively engage in the staff review and development
- To carry out break / lunch duties
- Ensure that the child protection policies and procedures adopted by the Governing Body and Co-op Academies Trust are fully implemented and followed by all staff
- Ensure that sufficient resources and time are allocated to enable staff to discharge their Child Protection related responsibilities effectively

All staff will fully support and champion Safeguarding, Child Protection, Equality and Diversity and the Prevent agenda at all times, as appropriate.

The above list is not exhaustive or exclusive. The role requires the post holder to be professional, cooperative and flexible in line with business needs of the Academy and Trust; and

The post holder is required to undertake additional such duties as may be reasonably be expected within the scope and grading for the post.

The duties outlined in this Job Description may be modified by the Principal to reflect or anticipate changes in the job, commensurate with the scope and grading of the post.

# Teaching Assistant

## Person Specification

Attribute	Description	Essential	Desirable	How measured Application form (A) Interview (I) References (R) Qualifications (Q)
Qualifications	<ul style="list-style-type: none"> <li>GCSE Maths and English Grade C/4 and above, or equivalent</li> </ul>	X		Q, R
	<ul style="list-style-type: none"> <li>Honours degree or equivalent</li> </ul>		X	
Experience	<ul style="list-style-type: none"> <li>Experience of working with young people (This may be in a paid or voluntary position)</li> </ul>	X		
	<ul style="list-style-type: none"> <li>Working within an educational environment</li> </ul>		X	
	<ul style="list-style-type: none"> <li>Working in a multi-cultural organisation</li> </ul>		X	A, I, R
	<ul style="list-style-type: none"> <li>Working with refugees and asylum-seekers and/or the Roma community</li> </ul>		X	
Professional Knowledge and understanding	<ul style="list-style-type: none"> <li>Desire to become a teacher or develop career within education</li> </ul>		X	
	<ul style="list-style-type: none"> <li>Knowledge of current issues in education</li> </ul>	X		
	<ul style="list-style-type: none"> <li>Knowledge of one of the following: a core or foundation subject at A level or above); TEFL/EAL issues</li> </ul>		X	I
	<ul style="list-style-type: none"> <li>An understanding of the role played by adults in safeguarding young people</li> </ul>	X		
	<ul style="list-style-type: none"> <li>Able to build relationships with young people and adults</li> </ul>	X		
Skills and attributes	<ul style="list-style-type: none"> <li>Confidence, skills and ability to lead groups of students</li> </ul>	X		
	<ul style="list-style-type: none"> <li>Confidence in supporting students with their literacy and numeracy</li> </ul>	X		
	<ul style="list-style-type: none"> <li>Excellent organisational &amp; administrative skills</li> </ul>	X		<ul style="list-style-type: none"> <li>Accuracy and attention to detail</li> </ul>
<ul style="list-style-type: none"> <li>Excellent oral and written communication skills</li> </ul>	X			
<ul style="list-style-type: none"> <li>Effective use of ICT to support learning</li> </ul>	X			

I, R

- An ability to communicate effectively with the full range of stakeholders **X**
- Excellent presentation skills **X**

**Personal Qualities**

• Sensitivity to the varying needs of young people	X		
• Ability to speak another language		X	
• Resilience	X		
• Flexible and adaptable	X		
• Can do attitude	X		
• Able to use initiative	X		
• Good team member	X		
• Good role model	X		
• Willingness to participate in the wider life of the school, including acting as a coach to a group of students and providing study support outside Academy hours	X		I, R
• A commitment to personal professional development	X		
• Strong educational principles, centered on total inclusion and equality	X		
• Involvement in cross-curricular activities	X		
• High levels of emotional intelligence, honesty and professional integrity	X		