

Job Description

Establishment: John Port Spencer Academy
Post Title: Teaching Assistant Level I
Grade/Pay Range: NJC point 5-6
Hours/weeks: 30 hours per week, term time only (39 weeks)
Reporting to: SENCO / Assistant Principal
Department/Team: Student Support

Overall Purpose of Post:

- Provide in-class support for students with needs identified by statement/EHCP in addition to providing general support to the teacher for the whole class
- Liaise with the class teacher regarding support and differentiation requirements
- Work with groups of students within a class at the direction of the teacher
- Complete documentation required to assist the writing of reports, plans or reviews
- Provide support as required in examinations for students with "Access Arrangements"

Main Duties and Responsibilities

- To work under the instruction/guidance of teaching/senior staff to enable access to learning for students and to assist teachers in the management of students and the classroom
- Work may be carried out in the classroom or outside the main teaching area
- Encourage pupils to make their own decisions and take responsibility for their own learning by using appropriate strategies to challenge, motivate and sustain pupil's interests and efforts in learning activities
- Support the academy in the undertaking of social time duties.

Support for Students

- Supervise and provide particular support for students, including those with special needs, ensuring their safety and access to learning activities
- Assist with the development and implementation of support plans for students
- Establish constructive relationships with students and interact with them according to individual needs
- Promote the inclusion and acceptance of all students
- Encourage students to interact with others and engage in activities led by the teacher
- Provide feedback to students in relation to progress and achievement under guidance of the teacher
- Contribute to the safeguarding of all pupils in the academy by having an awareness of signs of abuse, an understanding of relevant procedure and protocol and ensuring any concerns are addressed
- Implement agreed behaviour management strategies to promote positive behaviour and support and encourage SEN and Pupil Premium pupils to manage and take responsibility for their own behaviour
- Provide support to SEN and Pupil Premium pupils with sensory and/or physical needs to enable them to maximise learning
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- Assist with the supervision of students out of lesson times, including before and after academy hours and at lunchtime.

Support for the Curriculum

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, recording achievement and progress and feeding back to the teacher
- Support the use of ICT in learning activities and develop students' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist students in their use

Support for the Teacher

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of students' work
- Use strategies, in liaison with the teacher, to support students to achieve learning goals
- Assist with the planning of learning activities
- Monitor students' responses to learning activities and accurately record achievement/progress as directed
- Provide detailed and regular feedback to teachers on students' achievement, progress, problems etc
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour
- Establish constructive relationships with parents/carers
- Administer routine tests and invigilate exams and support the marking of students' work where appropriate.
- Accompany teaching staff and students on visits, trips and out of academy activities as required and take responsibility for a group under the supervision of the teacher

General

- Work in a professional manner and with integrity and maintain confidentiality of records and information
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role
- Be aware of and comply with all Academy policies including in particular Health and Safety and Safeguarding
- Participate in the Academy Appraisal process and undertake professional development as required
- Adhere to all internal and external deadlines
- Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role
- These above-mentioned duties are neither exclusive nor exhaustive, the post-holder maybe required to carry out other duties as required by the Trust.

The Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training.

Name of Postholder:

Signature:

Date:

Person Specification

	Essential	Desirable
Qualifications and experience		
<ul style="list-style-type: none"> • Good standard of education especially with regard to literacy and numeracy skills • GCSE Maths and English grade C or equivalent • Experience of working with children / young people • Previous experience in an educational environment • Successful completion of the appropriate DCSF Teaching Assistant Induction Programme • NVQ 2 for Teaching Assistants or equivalent qualification and /or experience • Experience in complex special educational needs 	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓
Knowledge and skills		
<ul style="list-style-type: none"> • Ability to build and form good relationships with students, parents/carers and colleagues • Good verbal and written communication skills appropriate to the need to communicate effectively with colleagues, students, parents/carers and other professionals • Ability to work constructively as part of a team, understanding academy roles and responsibilities including own • Ability to use basic ICT packages and equipment effectively • Ability to absorb and understand a wide range of information • Basic understanding of child development and learning principles • Working knowledge of behaviour management strategies • Working knowledge of national curriculum and other basic learning programmes / strategies • Working knowledge of relevant policies and procedures, and awareness of relevant legislation • Understanding of ASD, Dyslexia, Attachment, Anxiety, school refusal 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓
Personal qualities		
<ul style="list-style-type: none"> • Excellent interpersonal skills with the ability to maintain strict confidentiality • A diplomatic and patient approach • Initiative and ability to prioritise own work and that of others to meet deadlines • Efficient and meticulous in organisation • Able to follow direction and work in collaboration with the leadership team • Able to work flexibly, adopt a hands-on approach and respond to unplanned situations • Inclusion and a positive, “can do” approach to learning • Ability to evaluate own development needs and those of others and to address them • Commitment to the highest standards of child protection and safeguarding • Recognition of the importance of personal responsibility for health and safety • Commitment to the Trust’s ethos, aims and whole community. 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	