Job Description

Post: Higher Level Teaching Assistant, Level 3 – Birchwood Primary School

Responsible to: The Headteacher, members of the senior leadership team (SLT) and the governing body

Pay Scale: Grade H 17-22.

Location: Birchwood Primary School.

Specific Responsibilities:

Support to pupils:

- Provide learning activities for individuals and groups of pupils under the professional direction and supervision of a qualified teacher, differentiating and adapting learning programmes to suit the needs of allocated pupils.
- Select and adapt appropriate resources/methods to facilitate agreed learning activities. Use experience and knowledge to provide appropriate support to pupils in relation to their individual needs
- Support pupils in social and emotional well-being.
- Provide feedback to pupils in relation to progress and achievement.
- Teaching Assistants at this level are expected to provide specialist support to all pupils in a particular learning area (e.g. ICT, literacy, numeracy, National Curriculum subject).
- Supervise pre-prepared activities and self-directed learning in the short-term planned/unplanned absence of teachers to provide continuity of learning for pupils.
- Manage the behaviour of pupils whilst they are undertaking work.
- Report back as appropriate using school behaviour procedures on the behaviour of pupils during the class, and any issues arising.
- Whilst supervising classes responsible for the safety and wellbeing of pupils in the classroom.
- Guide and support pupils in their personal, emotional and social development.
- May be involved in planning, organising and implementing individual development plans for pupils (such as Individual educational plans), including attendance at, and contribution to reviews.

Support to staff:

- Monitor and record pupil responses and learning achievements, drawing any problems which cannot be resolved to the attention of the teacher
- Plan and evaluate specialist learning activities with the teacher, writing reports and records as required.
- Assess, record and report on development, progress and attainment.
- Report problems in pupils social and emotional wellbeing to the teacher as appropriate. Liaise with staff and other relevant professionals and provide information about pupils as appropriate.
- Undertake marking of planned work.
- Deal with any immediate problems or emergencies in accordance with school policies.
- Complete information on pupil attendance and award rewards in accordance with the school policy.

Support to school:

- Understand the school's policies relevant to the specialist subject/support provided and how they relate to local and national frameworks/policies.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Undertake planned supervision of pupils' out of school hours learning activities, where appropriate.
- May provide short term cover supervision of classes.
- May establish and maintain relationships with families, carers and other adults, e.g. speech therapists.
- May supervise the work of other support staff/trainees.
- May escort and supervise pupils on educational and out of school activities.
- May prepare and present displays.
- May supervise individuals and groups of pupils throughout the day, including supervision in the classroom, playground and dining areas.
- May be responsible for pupils who are not working to the normal timetable.
- May undertake exam invigilation.

Resources

- Prepare the classroom/outside areas for lessons, ensuring that resources are available and cleared away at the end of the lessons as appropriate.
- May be responsible for the preparation, maintenance and control of stocks of materials and resources.

Support to organisation

- Contribute to the overall ethos/work/aims of the trust.
- Attend and participate in meetings and participate in training and other learning activities as required.
- Understand and comply with policies and procedures relating to child protection, health & safety, security and confidentiality & data protection, reporting concerns to an appropriate person.
- Ensure you remain up to date with legislative changes and best practise within your field.
- Demonstrate duties to new or less experienced staff as required.

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues.
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.
- Proactively participate in the Growing Great People policy of the trust which outlines the steps for managing professional development and growth.

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

Safeguarding children and young people

Community Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks. It is expected that ALL staff have read and understand the document ***'Keeping children safe in education'***.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Person Specification

Our Values and Vision:

These are our values. They can be thought of as our 'non-negotiables' – beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

Our Young People:

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control ('knowing what to do when they don't know what to do') in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition – ambition not only for themselves but for the communities in which they live and work.

Rich Opportunities and Memorable Experiences: All young people achieve things they can be proud of every day in addition to academic success and outside our school's planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Relationships: Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

Our Staff:

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal wellbeing.

The Trust Board sees all members of the Trust's staff community as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other – they are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.

Qualifications:	• National qualification for higher level Teaching Assistants or Qualified Teaching Status.
Experience:	• Trained and experienced in the use of behaviour management techniques. • Experience of working to support children's learning gained in a relevant environment.
Skills and Knowledge:	• Full working knowledge of relevant policies and procedures. Communicate with pupils to undertake learning materials and supervise self-directed learning. • Skills to motivate and stimulate learning and ensure appropriate behaviour. • Requires knowledge and understanding of curriculum. • Knowledge of a specialist area supporting learning eg SEN, EAL, gifted and talented or subject specialism. • Able to use ICT Effectively to support learning. • Ability to use specialist equipment. • Well-developed interpersonal skills to be able to relate to a wide range of people • Able to work as part of a team.
Personal Qualities:	• Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. • Open, honest and an active listener. • Takes responsibility and accountability. • Committed to the needs of the pupils, parents and other stakeholders. Challenges barriers and blocks to providing an effective service. Demonstrates a 'can do' attitude including suggesting solutions, participating, trusting, encouraging others and achieving expectations. Committed to the provision and improvement of quality service provision. • Adaptable to change/ embraces and welcomes change. • Act with pace and urgency being energetic, enthusiastic and decisive. Communicates effectively. • Ability to learn from experiences and challenges. • Committed to continuous development or self and other by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.
Other:	• Committed to safeguarding and promoting the welfare of children and young people. • Willingness to undergo appropriate checks, including an enhanced DBS check. • Motivation to work with children and young people. • Ability to form and maintain appropriate relationships and personal boundaries with children and young people.