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| **Role** | **Grade** | **Reports to** |
| Teaching Assistant Level 4 | Grade 6 | SENCO and Headteacher |

**Main purpose of the job:**

To complement the professional work of teachers by taking responsibility for agreed learning activities across school. This may involve planning, preparing and delivering learning programmes and support to individual students, small groups and on a short-term basis to whole classes. Under the guidance of a teacher, provide support in addressing the needs of pupils who require particular help to overcome barriers to learning.

**Key relationships**

* The post holder will support and deliver teaching and learning across the school. The successful applicant must be able to work effectively with the whole school community including pupils, parents, governors and staff.
* Responsibility for the management and development of a specialist area in school or across a department, and or leading and deploying teaching assistants in addressing the needs of pupils who require help to overcome barriers to learning.
* Contribute to whole school curriculum development and action planning in collaboration with the senior curriculum lead in school
* Contribute to Senior Management Team or Departmental Management Team.
* Line management, supervision of support staff, including implementation of performance management procedures.

**Whilst this job description gives an indication of the range of responsibilities, it should not be regarded as definitive.**

**Main accountabilities**

* To work with groups of children under the supervision of the teacher including the delivery of therapy and programmes of work and implementation of ILPs.
* Assess the needs of students and use detailed knowledge and specialist skills/training/experience to support students learning.
* Establish productive working relationships with students, taking on role model by presenting a positive personal image and responding appropriately to individual needs.
* Promote the inclusion and acceptance of all students.
* Encourage students to interact and work co-operatively with others and engage all students in activities.
* Promote independence and employ strategies to recognise and reward achievement of self-reliance.
* Assist the teacher with the development and implementation of individual Education/Behaviour/Support/Mentoring plans.
* To assist with the dispensing of medication in exceptional circumstances with appropriate training and under the supervision of medical staff where necessary.
* To carry out escort duties as appropriate whenever required.
* To assist pupils in the hydrotherapy pool (where applicable), lift, dress, and providing support to the pupils with the activities in the pool.
* To support students on integration placement in mainstream schools or colleges and on work experience placements.
* Support students whilst recognising and responding to their individual needs.
* Attend to students’ personal needs, including minor first aid and provide advice to assist in their pastoral, social, health, hygiene development and welfare matters.
* To assist the teacher to ensure a safe classroom and outdoor environment, checking materials and personal equipment for defects and implement risk assessments carried out by the teacher according to school guidelines. This will include cleaning equipment used by students and ensuring its accessibility.
* To liaise with therapists, medical staff, and other personnel working with students as required, assisting with the coordinating and planning of programmes of work and to integrate specialist advice and practice into ILPs.
* Organise and manage an appropriate learning environment and resources.
* Within an agreed scheme, of supervision, contribute to the whole planning cycle, including preparing challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
* Be responsible for keeping and updating records, information and data, producing analysis and reports as required.
* Participate in the comprehensive assessment of students to determine those in need of particular help and provide objective and accurate feedback and reports as required, to the teacher on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
* Record and provide feedback in relation to progress and achievement, behaviour and attendance in lessons/activities systematically and providing evidence of a range and level of progress and attainment.
* Undertake marking of student’s work and accurately record achievement/progress.
* Monitor and manage stock within an agreed budget, cataloguing resources and undertaking audits as required.
* Liaise with parents/carers, schools and establish constructive relationships and communicate with other relevant bodies to support achievement and progress of students.
* Supporting the role of parents in students’ learning and contribute/lead meetings with parents to provide constructive feedback on student progress and achievement.
* Take the lead role in the development and implementation of appropriate behaviour management strategies promoting self-control and independence.
* Monitor and evaluate student responses to learning activities through observation and planned recording of achievement against predetermined learning objectives.
* To provide curricular clerical/admin support eg. photocopying, making lists, collection of monies.
* To provide support in all areas of the curriculum and on social occasions for students who have been identified as having medical conditions, which disable their full independent access to mainstream school life.
* Implement agreed learning activities/teaching programmes, adjusting activities according to student responses and particular needs, including assessment in order to maximise student access to the curriculum within an inclusive setting where appropriate.
* Contribute to the development of lesson/work plans.
* Deliver programmes including those linked to local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of students’ skills.
* Support the use of ICT in learning activities and develop students’ competence and independence in its use.
* Select and prepare resources necessary to lead learning activities, taking account of students’ interests, language and cultural backgrounds.
* Advise on appropriate deployment and use of specialist aid/resources/equipment.
* Ensure strategic processes are complied with in order to overcome barriers to learning, including eg behaviour management strategies.
* Comply with and assist with the development of policies and procedures relating to child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff.
* Accompany teachers and students on educational visits.
* Assist in maintaining high standards of health and safety at all times.
* Maintain good relationships with colleagues and work together as a team.
* To line manage teaching assistants as directed by the head teacher.
* Deliver out of school learning activities within guidelines established by the school.
* To follow and complete school performance management processes for the team which you are line managing.
* To support, including meeting regularly with the teaching assistants that you line manage
* Contribute to the identification and implementation of appropriate learning activities which consolidate and extend work carried out in class.
* Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
* Establish relationships and communicate with other agencies/professionals, in liaison with the teacher, to support student progress and achievement.
* Take the initiative as appropriate to develop multi agency approaches to supporting students.
* Liaise between managers, teaching staff and teaching assistants.
* Represent teaching assistants at teaching staff/management/other appropriate meetings.
* Undertake recruitment/induction/performance management/training/mentoring for other teaching assistants.
* A Teaching Assistant Level 4 may be called upon to provide cover for whole classes e.g. to cover teacher short term absence. During the cover periods, there will be a requirement for the teaching assistant to carry out specified work such as planning, preparation, assessment and reporting.
* A teaching assistant Level 4 may be called upon to provide cover for whole classes e.g. to cover short term teacher absence. During the cover periods, there will be a requirement for the teaching assistant to carry out specified work such as planning, preparation, assessment, and reporting.
* All elements of Specified Teaching Work undertaken by the post holder will be within the framework of the Trust’s Scheme of Supervision in line with the 2012 Regulations. In addition to HLTA’s, the Regulations cover other groups of support staff who undertake ‘specified work’ at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. The Principal will ensure that the support staff member has the skills, experience and expertise required to carry out ‘specified work’.

**All employees in the Trust are expected to:**

* Support the vision, values and objectives of the Trust and demonstrate a collaborative, team working approach to school and Trust improvement: Vision, Values and Strategy - Prospere Learning Trust
* Take appropriate responsibility and action for safeguarding, be aware of confidential issues and maintain as appropriate
* Be aware of and comply with policies and procedures relating to child protection reporting all concerns to an appropriate person
* Promote and act in accordance with the Code of Conduct and key policies including the Trust’s Health and Safety Policy, Equality Policy and Data Protection Policy
* Effectively represent the Trust when liaising with contractors and outside agencies/organisations Demonstrate tact and diplomacy in all interpersonal relationships with the public, pupils, parents and colleagues
* Demonstrate a commitment to continuous professional development and support the Performance Management process
* Attend Trust and school events as required and make a positive contribution during such events
* Attend regular meetings before and after Trust hours, including morning briefings
* Carry out duties other than those listed in the job description at an appropriate level, where the post holder has appropriate qualifications and has received appropriate training

All elements of Specified Teaching Work undertaken by the postholder will be within the framework of the school’s Scheme of Supervision in line with the 2003 Regulations and (amended Regulations 2007. In addition to HLTA’s, the Regulations cover other groups of support staff who undertake ‘specified work’ at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. Headteachers will ensure that the support staff member has the skills, experience and expertise required to carry out ‘specified work’. Where more demanding aspects of ‘specified work are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the headteacher should have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise.

A Teaching Assistant Level 4 may be called upon to provide cover for whole classes e.g., to cover short term teacher absence. During the cover periods, there will be a requirement for the teaching assistant to carry out specified work such as planning, preparation, assessment and reporting.

The Teaching Assistant must carry out their duties with full regard and commitment to the Governing Body and City Council Policies.

**Where the postholder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.**

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| **Person Specification** | **Essential/ Desirable** | **Assessment stage** |
| **Qualifications** |
| GCSEs at grades 9 to 4 (A\* to C) including English and Maths Numeracy/literacy skills with a good level of knowledge and understanding (at a level equivalent to NQF Level 2) | Essential | Application  |
| NVQ Level 3 for Teaching Assistants or equivalent qualification or experience | Essential | Application  |
| Willingness and ability to undertake HLTA Level responsibilities (refer to HLTA standards) | Desirable | Interview  |
| **Knowledge and Experience** |
| Experience of working with children/young people with social, emotional and behavioural difficulties, and those with communication, severe, profound or complex learning difficulties, including associated complex and challenging behaviours  | Essential | Application, Interview |
| Experience of planning and leading teaching and learning activities (under supervision)  | Essential | Interview |
| Ability to build effective working relationships with pupils and adults | Essential | Application, Interview |
| Skills and expertise in understanding the needs of all pupils | Essential | Interview |
| Knowledge of how to help adapt and deliver support to meet individual needs. Understanding of the principles of child development and learning processes | Essential | Application, Interview |
| Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils | Essential | Application, Interview |
| Excellent verbal communication skills  | Essential | Interview |
| Active listening skills  | Essential | Interview |
| Knowledge of guidance and requirements around safeguarding children | Essential | Application, Interview |
| Good ICT skills, particularly using ICT to support learning | Essential | Application, Interview |
| Understanding of roles and responsibilities within the classroom and whole school context  | Essential | Application, Interview |
| Understanding of effective teaching methods | Essential |  Interview |
| Knowledge of how to successfully lead learning activities for a group or class of children  | Essential | Interview |
| Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support | Essential | Interview |
| Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice  | Essential | Interview |
| Ability to attend to students’ personal needs, including pastoral, social, health, physical hygiene, minor first aid and welfare matters | Desirable | Interview |
| **Behaviours and Values** |
| Demonstrates a collaborative, team working approach focused on improvement and supporting the vision, values and objectives of the organisation | Essential | Interview |
| Demonstrate a commitment to appropriate professional standards, including core policies relating to equality and diversity and child protection | Essential | Interview |
| Demonstrate a commitment to maintaining and developing professional knowledge and skills | Essential | Application, Interview |
| Willingness to participate in training, performance management and self-evaluate learning needs and actively seek learning opportunities | Essential | Interview |
| Tact and diplomacy in interpersonal relationships with all stakeholders | Essential | Interview |
| To be flexible and able to adapt and prioritise appropriately | Essential | Interview |
| Effective staff motivation and development, including establishment of a positive performance management culture  | Essential | Application, Interview |

**Review and Amendment**

This job description is normally subject to annual review. It may be amended at the request of the Headteacher but only after full consultation between the parties concerned. It will be signed if agreement is reached.

You are expected to carry out your duties with due regard to current and future Trust policies, procedures and relevant legislation. These will be drawn to your attention during the recruitment process, induction, staff handbook, ongoing performance development and through Trust communications.