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| **JOB DETAILS:**  **Job Title:** Teaching Assistant - (Early Intervention Outreach) Level 3  Grade: Grade 2C (SPC 12-17) of the National Salary Scale  **Directly responsible to:** Headteacher / Outreach Leader  **Supervisory responsibility**  **for:** Other Teaching Assistants, as appropriate  **Hours of Duty:** Up to 32.5 per week  **Summary of Role:**  To work under the guidance of the outreach leader/senior staff and within an agreed  system of supervision, to implement agreed work programmes with individuals/groups, in school and across the authority. This could include those requiring detailed and specialist knowledge in particular areas of social, emotional and mental health (SEMH) and will involve assisting the outreach leader in the whole planning cycle for a school/pupil and the management/preparation of resources. The primary focus will be to work collaboratively with mainstream schools to support children presenting with social, emotional and mental health needs.  In school, to support pupils in/out of the classroom. Staff may also supervise whole classes occasionally during the short-term absence of teachers. To be responsible for supervising the work, development and performance of level 1 and level 2 Teaching Assistants, to provide appropriate guidance and support. |
| **Main Duties and Responsibilities/Accountabilities:**  **Outreach Support**  Use specialist (curriculum/learning/SEMH) skills/training/experience to support pupils.  Assist with the development and implementation of school/pupils action plans & targets.  Establish productive working relationships with schools, school staff and 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 constructive, professional feedback to schools and pupils in relation to progress and achievement. |
| **Support for the Teacher**  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.  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.  Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents, or as directed.  Administer and assess routine tests and invigilate exams/tests.  Provide general clerical/admin, support e.g. administer course work, produce worksheets for agreed activities etc.  **Support for the Curriculum**  Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.  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.  Support the use of ICT in learning activities and develop pupils’ competence and  independence in its use.  Help pupils to access learning activities through specialist support.  Determine the need for, prepare and maintain general and specialist equipment and  resources.  **Support for the School**  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.  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 schools.  Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.  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. |

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| **11. Safeguarding**  The postholder must be aware of child protection issues and the need for confidentiality and to identify to the named child protection colleague in school, concerns in respect of individual children. |

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| **Review Arrangements:**  The details contained in this Job Description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, the council will expect to revise this Job Description from time to time and will consult with the postholder at the appropriate time. | |
| **Date Job Description prepared/revised:** | June 19th 2015 |
| **Prepared by:** |  |
| **Agreed by Postholder** |  |

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| **Job Title** | **Grade** | **School** | **Location** |
| **Teaching Assistant - Level 3**  **(Early Intervention Outreach)** | 2C | Alder Brook | Alder Brook  M30 8LE |

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| **Note to applicants**  Whilst all criterions below are important, those under the **Essential** heading are the key requirements. You  should pay particular attention to these areas and provide evidence of meeting them. Failure to do so may  mean that you will not be invited for interview. |

**(\*See grid overleaf)**

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| **Essential**  **criteria** | **Necessary requirements – skills, knowledge, experience etc** | **\* M.O.A** |
|  | Very good Numeracy skills (equivalent to Level 2). | **A/I/C** |
|  | Very good Literacy skills (equivalent to Level 2). | **A/I/C** |
|  | Supporting Teaching and Learning Level 3 | **A/I/C** |
|  | Can use ICT effectively to support learning. | **A/I** |
|  | Use of other equipment technology. | **A/I** |
|  | Full working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies. | **A/I** |
|  | Understanding of principles of child development and learning processes |  |
|  | 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. |  |
|  | Experience working with children of relevant age |  |
|  | Full driving license, as is access to your own vehicle |  |

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| **Desirable**  **criteria** | **Necessary requirements – skills, knowledge, experience etc** | **\* M.O.A** |
|  | Completion of Teaching Assistant Introductory Training | **A/I/C** |
|  | Training in relevant strategies in particular curriculum or learning area. | **A/I/C** |
|  | Where designated to work in a particular curriculum area to work towards Level 2 in that subject area. | **A/I** |
|  | Appropriate First Aid Training | **A/I** |

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| Completed by | Date | Approved by | Date |
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**Method of assessment (\*M.O.A.)**

**A** = Application form **C** = Certificate **E** = Exercise **I** = Interview

P = Presentation **T** = Test **AC** = Assessment Centre