

**Department for Children, Young People & Culture**

**Supply Teaching Assistant**

**Job Description**

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| **Post Title**: Supply Teaching Assistant (Level 2 & 3) | | | |
| **Department**:  Children, Young People & Culture | | **Post No**: | |
| **Division/Section**:  Children’s Supply Service | | **Level 2 Post Grade:** 6  **Level 3 Post Grade:** 7 | |
| **Location**: Various | | **Post Hours**: Various | |
| **Special Conditions of Service**: | | | |
| **Purpose and Objectives of Post**:  **Level 2:** To work under the instruction/guidance of teaching / senior staff to undertake work/care/support programmes (inclusive of specific individual learning needs), to enable access to learning for pupils and to assist the teacher in the management of pupils in the classroom. Work may be carried out in the classroom or outside the main teaching area.  **Level 3:** To work under the guidance of teaching/senior staff and within an agreed system of supervision (subject to the direction and supervision of a teacher), to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. Supervision of whole classes during the short term absence of teachers. | | | |
| **Accountable to**: Head Teacher | | | |
| **Immediately Responsible to**: Class Teacher | | | |
| **Immediately Responsible for**: | | | |
| **Relationships: (Internal and External)**  Governors  Head Teacher  Staff in schools  Parents  Pupils  Local Authority Officers  Other outside agencies | | | |
| **Control of Resources**:  Office equipment – photocopier, computer, fax. Maintain stationery, materials and general office supplies | | | |
| **Duties and responsibilities:**  **Level 2**  SUPPORT FOR THE PUPIL   * Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities. * Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes. * Establish constructive relationships with pupils and interact with them according to individual needs. * Promote inclusion and acceptance of all pupils. * Encourage pupils to interact with others and engage in activities led by the teacher. * Promote self-esteem and independence. * Provide feedback to pupils in relation to progress and achievement under the guidance and direction of the teacher.   SUPPORT FOR THE TEACHER   * Provide clerical/administration support (e.g. photocopying, typing filing, collecting money etc.). * Assist with the display of children's work. * Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans. * In liaison with the teacher, use strategies to support pupils to achieve learning goals. * Assist the teacher with the preparation of teaching and learning materials and subject matter. * Monitor pupils responses to learning activities and accurately record pupil achievement/progress as directed. * Provide detailed and regular feedback to teachers on pupil’s achievement, progress, problems etc. * Administer routine primary tests and invigilate exams and undertake routine marking of pupils work. * Promote good pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy. * Establish constructive relationships with parents/carers.   SUPPORT FOR THE CURRICULUM   * Undertake structured and agreed learning activities/learning programmes taking into consideration pupil learning styles. Adjust activities according to pupil responses/needs. * Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, recording achievements and progress and feeding back to the teacher. * Support the use of ICT in learning activities and develop pupils' competence and independence in its use. * Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.   SUPPORT FOR THE SCHOOL   * Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned). * Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop. * Contribute to the school ethos, aims and development. * Appreciate and support the role of other professionals. * Attend relevant meetings as required. * Participate in training and other learning activities and performance development as required. * Assist with the supervision of pupils out of directed lesson time, including before and after school and at lunchtime. * Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of a teacher.   **Level 3**  All of the above duties plus criteria below:  SUPPORT FOR THE PUPIL   * Use specialist (curricular/learning) skills/training/experience to support pupils.   SUPPORT FOR THE TEACHER   * Establish and maintain an appropriate learning environment with the teacher. * Contribute to 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 in agreed format with the teacher, contributing to reviews of systems/records as necessary. * Undertake marking of pupils’ work and accurately record achievement/progress. * Liaise sensitively and effectively with parents/carers as agreed with the teacher within role/responsibility and participate in feedback sessions/meetings with parents under teacher's direction. * Provide general clerical/admin support e.g. coursework, produce worksheets for agreed activities etc.   SUPPORT FOR THE CURRICULUM   * Implement local and national learning strategies e.g. literacy, numeracy, KS3 effectively utilising all alternative opportunities to support extended development. * Help pupils to access learning activities through specialist support e.g., curriculum/SEN specialism. * Determine the need for, prepare and maintain general and specialist equipment and resources.   SUPPORT FOR THE SCHOOL   * Assist in the training and development of classroom support staff including supervision of volunteers, trainees. * Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.   As an employee of Bury Council you have a responsibility for, and must be committed to, safeguarding and promoting the welfare of children, young people and vulnerable adults and for ensuring that they are protected from harm.  Bury Council is committed to equality, diversity and inclusion, and expects all staff to comply with its equality related policies/procedures, and to treat others with fairness and respect.  The post holder is responsible for Employees Duties as specified with the Corporate and Departmental Health and Safety Policies.  As an employee of Bury Council you should contribute to a culture that values and supports the physical and emotional wellbeing of your colleagues.  Where an employee is asked to undertake duties other than those specified directly in his/her job description, such duties shall be discussed with the employee concerned who may have his/her Trade Union Representative present if so desired.  (See paragraph 203 of supplemental Conditions of Service) | | | |
| **Job Description**  **prepared by:** | **Sign:** | | **Date:** |
| **Agreed correct**  **by Postholder:** | **Sign:** | | **Date:** |
| **Agreed correct by Supervisor/Manager:** | **Sign:** | | **Date:** |



**Department for Children, Young People & Culture**

**Person Specification**

**Supply Teaching Assistant Level 2:**

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| **CORE BEHAVIOURS FOR THE POST (Please tick those relevant)** | | | |
| Commercial Thinking & Analysis |  | Planning |  |
| Customer Service |  | Developing Self & Others |  |
| Delivering Results | **√** | Teams, Networking & Partnerships | **√** |
| Values, Ethics & Diversity | **√** | Adapting to Change |  |
| Delivering a Quality Service(Continuous Improvement) |  |  |  |

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| **SHORT LISTING CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| **Qualifications** | | |
| NVQ 2 in Teaching Assistance or equivalent qualification or experience of working with/caring for children within specified age range/subject area. | **√** |  |
| **Skills and Abilities** | | |
| Experience of working effectively within a team environment, understanding classroom roles and responsibilities. | **√** |  |
| Experience of building effective working relationships with all pupils and colleagues. | **√** |  |
| Ability to work with children at all levels regardless of specific individual need and learning styles as appropriate and adapt own approach in accordance with pupil needs. | **√** |  |
| Ability to promote a positive ethos and role model positive attributes. | **√** |  |
| Good personal numeracy and literacy skills. | **√** |  |
| Training in relevant learning strategies e.g. literacy/numeracy or in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT (schools may wish to specify level/type of qualification/training). | **√** |  |
| **Knowledge** | | |
| Working knowledge and understanding of national/foundation stage curriculum and other basic learning programmes/strategies. | **√** |  |
| Basic understanding of child development and learning. | **√** |  |
| Understanding of relevant policies/codes of practice and awareness of relevant legislation. | **√** |  |
| Working knowledge and general awareness of inclusion especially within a school setting. | **√** |  |
| **Experience** | | |
| Experience of resources preparation to support learning programmes. |  | **√** |
| Effective use of ICT to support learning. | **√** |  |
| Understanding of other basic technology (video, photocopier etc.). |  | **√** |
| Relevant experience of working with and/or caring for children (within a specified age range or subject area) within an educational setting. |  | **√** |

**Supply Teaching Assistant Level 3:**

**(As above plus the below Criteria)**

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| **SHORT LISTING CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| **Qualifications/Training** | | |
| A Diploma in Childcare and Education; NVQ in Children’s Care, Learning and Development (CCLD); NVQ3 in Supporting Teaching and Learning; Foundation Degree in Supporting Teaching and Learning or equivalent qualification is essential. | **√** |  |
| Training in the relevant strategies e.g. literacy/numeracy or in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT (schools may wish to specify level/type of qualification/training). | **√** |  |
| **Knowledge** | | |
| Working knowledge and general understanding of principles of child development, learning styles and independent learning. | **√** |  |
| Working knowledge of relevant policies/codes of practice and awareness of relevant legislation. |  | **√** |
| **Experience** | | |
| Experience of working with children with Autistic Spectrum Disorder. |  | **√** |
| **Professional Values and Practice** | | |
| High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements. | **√** |  |
| Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners. | **√** |  |
| Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work. | **√** |  |
| Able to improve their own practice through observations, evaluation and discussion with colleagues. | **√** |  |
| Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice. | **√** |  |
| Ability to liaise sensitively and effectively with parents and carers, recognising role in pupils’ learning. | **√** |  |
| Willingness to participate in relevant training and development opportunities. | **√** |  |

Employees of Bury Council have a responsibility for, and must be committed to, safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.