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| **JOB DESCRIPTION**  **Department: Turton School**  **Job Title: Teaching Assistant Level 3 (Foundation Learning)**  **Grade: Grade E SCP 11 - 17**  **Responsible to: SENCo and Learning Support Manager** |
| **PRINCIPAL RESPONSIBILITIES** |
| To work under the guidance of teachers, SENCo & Level 4 Teaching Assistants, within an agreed system of supervision, to implement work programmes with individuals and groups, in or out of the classroom. In particular to implement and deliver the Foundation Learning Course to groups of pupils following ASDAN, DofE or similar courses. To be involved in the future planning and expansion of the Foundation Learning Curriculum within KS4 & KS5. The role may also involve assisting the teacher, SENCo and TA4 in the whole planning cycle and the management and preparation of resources. |
| **MAIN DUTIES** |
| **SUPPORT FOR PUPILS** |
| * Use specialist (curricular/learning) skills/training/experience to support pupils. * Assist with the development and implementation of alternative accreditation programmes and courses. * Investigate and plan alternative learning activities to provide an engaging curriculum that empowers students through personalised learning.      * To motivate pupils and enhance learner’s confidence, self-esteem and resilience through alternative schemes of study. * To develop and build core skills of teamwork, communication, problem solving, research and self-management in pupils studying the alternative curriculum. * Establish productive working relationships with pupils, acting as a role model and setting high expectations. * Preparing for and leading groups of up to eight pupils who have been identified as benefiting from an alternative curriculum. * 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 feedback to pupils in relation to progress and achievement. * To plan and implement enhanced transition to college, training or apprenticeships for Foundation Learners. * To liaise with training agencies and/or colleges.      * To establish links with parents and carers and liaise on a regular basis, giving feedback and relevant information. * To attend parents’ evenings as required. |
| **SUPPORT FOR THE TEACHER** |
| * Work with the teacher, SENCo and TA 4 to establish an appropriate learning environment.    Work with the teacher, SENCo and TA 4 in lesson planning, evaluating and adjusting lessons and 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, SENCo and TA4 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, SENCo and TA 4, contributing to reviews of systems and records as requested.   Undertake marking of pupils’ work and accurately record achievement and 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 and carers as agreed with the teacher within your role and responsibility and participate in feedback sessions and meetings with parents with, or as directed.   Administer and assess routine tests and invigilate exams and tests.   Complete administration tasks with regard to the portfolios of pupils, moderating and completing required paperwork for submission of work for accreditation.   * Complete Risk Assessments and Evolve (trips) for out of school learning activities. * General clerical and admin support. |
| **SUPPORT FOR THE CURRICULUM** |
| * Implement agreed learning activities and teaching programmes, adjusting activities according to pupil responses and needs. * To investigate imaginative ways of developing, recording and certificating the abilities, skills and achievements of pupils.      * To introduce pupils to new and/or alternative activities and challenges which enhances their personal learning experience. * Implement agreed learning objectives in accordance with Behaviour, Social, Emotional and Mental Health, Cognition Learning, Communication and/or physical needs as detailed in Pupil EHCPs.      Implement local and national learning strategies e.g. literacy, numeracy, KS3, SEAL, Talking Partners, Talkabout, etc 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 and aims of the school.   Establish constructive relationships and communicate with other agencies and professionals, in liaison with the teacher, SENCo and TA 4, 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.   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.  Other relevant duties commensurate with the grade of the role. |

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| |  | | --- | | **ORGANISATIONAL COMPETENCIES** | | **Valuing Diversity**  To accept everyone has a right to their distinct identity. To treat everyone with dignity and respect and to ensure that what all our customers tell us is valued by reporting it back into the organisation. To be responsible for promoting and participating in the achievement of the school’s diversity and inclusion policy. | | **Caring for Customers**  To provide quality support for teaching and learning. To give parents, families and the community the opportunity to comment or complain if they need to. To work with the school/setting community and do what needs to be done to meet their needs. To inform your manager about what the school/setting community say in relation to the school/setting. | | **Developing Yourself and Supporting Others**  To make every effort to access development opportunities and ensure you spend time with your manager identifying your development needs through your professional development plan. To be ready to share learning with others. | | **Health and Safety**  To operate safely within the workplace with regard to Health and Safety legislation. | | **Confidentiality**  An acknowledgement of the need to maintain confidentiality at all times and to become aware of the National, Council and school/setting policies on Confidentiality, and the management and sharing of information. | | **Energy Efficiency**  To promote energy efficiency throughout the workplace and within own area of activity |  |  |  | | --- | --- | | Date Job Description Prepared/Updated | November 2019 | | Job Description Prepared By | AL/LH | |

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| **PERSON SPECIFICATION**  Minimum Essential unless (D) which indicates desirable | | **METHOD OF ASSESSMENT** |
| **Experience** | * Working with or caring for children of relevant age * Knowledge of alternative curriculum or programmes of study, for example ASDAN/DofE * Knowledge of portfolio building programmes of study and the moderation of pupils’work | Interview/ application Form |
| **Qualifications** | * Very good numeracy/literacy skills    NVQ 3 for Teaching Assistants or equivalent qualification or experience   Training in the relevant strategies in alternative curriculum or learning area | Interview/ application Form |
| **Knowledge & Skills** | * Can use ICT effectively to support learning    Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation   Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies   Understanding of principles of child development and learning  processes   Ability to self-evaluate learning needs and actively seek learning opportunities   * Shows commitment to training on departmental and whole school issues * Ability to relate well to children and adults * A positive interest in working with children * Ability to get the best out of children * Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these * Show a commitment to training on Department and whole school issues. * Use expertise to train and develop members of the Department and the school in specialist areas | Interview/ application Form |
| **Personal Style and Behaviour** | * Adaptability/flexibility * Able to work on own and as part of a team * Ability to build good working relationships with a range of colleagues. * A clear communicator * Ability to work calmly and with patience * Resilience to cope with the demands of the post * Conduct oneself in a professional manner at all times * Tact and diplomacy in all interpersonal relationships with public, pupils and colleagues at work * Self-motivation and personal drive to complete tasks to required timescales and quality standards * Flexibility to adapt to changing workload demand and new school challenges * Personal commitment to ensure provision of support is equally accessible and appropriate to meet the diverse needs of pupils * Personal commitment to CPD * Commitment to school improvement | Interview/ application Form |
| **Valuing Diversity** | See Job Description | Interview and application form |
| **Caring for Customers** | See Job Description | Interview and application form |
| **Developing Self and others** | See Job Description | Interview and application form |
| **Health and Safety** | See Job Description | Interview |
| **Confidentiality** | See Job Description | Interview |
| **Energy Efficiency** | See Job Description | Interview |