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**Job description**

**POST TITLE: Teaching Assistant – 2 English as an additional language (EAL)**

**Responsible to**: Special Educational Needs & Disability Co-ordinator

**Salary Scale: Grade E (point 14-19)**

**Responsible for:** Supporting students with EAL & SEND

**Main purpose**: To work under the instruction/guidance of a teacher, to provide specific work/care/support programmes. To enable access to learning for students and to assist the teacher in the management of students and the classroom. Work may be carried out in the classroom or outside the main teaching area, working with small groups. To assist students across a range of ages and different subjects. Provide support for students, including those with special educational/health needs, ensuring their safety and access to learning. Undertake structured and agreed learning activities, recording achievement and progress and feeding back to the teacher. Promote inclusion and acceptance of all students.

**Hours of work: 32 hours per week:**

Monday 8:25 – 4:30

 Tuesday 8:20 – 3:10

 Wednesday 8:25 - 3:05

 Thursday 8:25 - 3:05

 Friday 8:25 - 3:05

**Lunch-break:** 35 mins unpaid lunch each day, to be taken during the school lunch break.

**Contract:** Permanent, Term-Time only + 4 x INSET DAYS

**Support for the Teacher:**

1. Assisting with display work and create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
2. Assist with the planning of learning activities and support students to achieve learning goals.
3. Monitor the response of pupils to learning activities and record achievements/progress as directed.
4. Organisation and preparation of classroom resources in accordance with lesson plans and assist pupils in their use, knowledge and understanding of the subjects being taught.
5. Provide detailed and regular feedback to teachers on student achievements, progress, problems etc.
6. Promote good pupil behaviour, dealing with incidents in line with School Policy, support the teacher in managing students’ behaviour and encourage students to take responsibility for their own behaviour.
7. Undertake routine marking of students work.
8. Establish constructive relationships with parents/carers.
9. To be responsible for keeping and updating records as agreed with the teacher, through the monitoring and evaluation of students’ responses to learning activities through observation of achievement against pre-determined learning objectives.
10. Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to students’ responses/needs.
11. Support teachers in meeting the needs of all students regardless of circumstances.

**Support for the Curriculum**

1. Undertake structured and agreed learning activities/teaching programmes, advising activities according to students’ responses.
2. Undertake programmes linked to learning strategies e.g. literacy, numeracy, KS3, foundation etc. and feedback to the teacher.
3. Support the use of ICT in learning activities and develop students’ competence and independence in its use.
4. Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assess students in their use.

**Support for the Pupils**

1. To liaise closely with the responsible teacher/s in school and work closely under their direct supervision, to provide support to EAL students to help them access the curriculum and to raise achievement.
2. To promote understanding and raise awareness of the cultural backgrounds of minority ethnic students through, for example, assemblies, use of multicultural resources activities around festivals and other important events as and when appropriate.
3. Enhance the learning environment by providing and/or developing resources which reflect the students’ cultural, social and linguistic backgrounds.
4. Assist with the development and implementation of Education, Health and Care plans
5. To help teachers in the assessment of students, advising them on cultural, religious and linguistic backgrounds of students where appropriate and contributing to reports on their progress.
6. Promote the inclusion and acceptance of all students.
7. Encourage students to interact with others and engage in activities led by the teacher
8. Act as an advocate for SEN students.
9. Set challenging and demanding expectations and promote self-esteem and encourage studetns to act independently as appropriate.
10. Provide feedback to students in relation to progress and achievements under guidance of the teacher
11. Supporting students outside the classroom for example on school trips or school events etc.

**General Tasks**

1. 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.
2. 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 students
3. Establish constructive relationships and communicate with other staff to support achievement and progress of students.
4. Share expertise and skills with others; participate in training and other learning activities and appraisal as required and recognise own strengths and areas of expertise to use these to advise and support others
5. Contribute to the overall ethos/work/aims of the school.
6. Attend and participate in relevant meetings as required.
7. To assist in meeting the physical care needs of pupils as required.
8. To provide clerical/admin support e.g. photocopying, typing, filing, collecting money, administer coursework etc.
9. Set a good example to pupils and other staff in their presentation and personal conduct.
10. Be aware of and support difference and ensure equal opportunities for all.
11. Carry out duties with full regard to The Swinton High School’s policies and procedures.
12. To safeguard and promote the welfare of all students.

**This job description is not a definitive list of responsibilities but identifies the key components of the role. The post holder will, therefore, be required to undertake any other reasonable duties commensurate with the level of responsibility/salary of this post.**

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Signed Dated

 **Person Specification**

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| --- | --- |
| **Job title** | **Grade** |
| Teaching Assistant Level 2 | E |

Note to manager

In completing this form you are setting the expected standard for the person you need for this job on this occasion. Once completed, it will help to create your shortlist of candidates and to devise the questions you ask at interview. Please describe the criterion in ways that are both accurate and capable of being tested. Above all, the requirements must be job related and non-discriminatory. The job description, person specification and advertisement must be consistent. Each of the criteria must be identified under the **Essential** or **Desirable** headings. Whilst all criterions are important, those marked **Essential** must be met before an interview can be offered. (See Section 6 of the Recruitment and Selection Code of Practice for more information on producing a person specification)

#### 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)**

| **Essential criteria** | **Necessary requirements – skills, knowledge, experience etc.** | **\* M.O.A.** |
| --- | --- | --- |
|  | Good Numeracy/literacy skills | A/I |
|  | Supporting Teaching and Learning Level 2 Certificate (or equivalent) | A/I/C |
|  | Effective use of ICT to support learning. | A/I |
|  | Use of equipment technology. | A/I |
|  | General understanding of national/foundation stage curriculum and other basic learning programmes/strategies. | A/I |
|  | Basic understanding of child development and learning. | A/I |
|  | Ability to self-evaluate learning needs and actively seek learning opportunities | A/I |
|  | Ability to relate well to children and adults. | A/I |
|  | Work constructively as part of a team, understanding classroom roles and responsibilities | A/I |
|  | Working with or caring for children of relevant age. | A/I |
| Desirable criteria | **Necessary requirements – skills, knowledge, experience etc.** | **\* M.O.A.** |
|  | Completion of Teaching Assistant Introductory Training. | A/I/C |
|  | Working towards Supporting Teaching and Learning Level 3 Diploma | A/I |
|  3. | Training in relevant strategies (e.g. literacy). | A/I/C |
|  4. | First Aid Training as appropriate. | A/I/C |
|  5. | Understanding of relevant policies/codes of practice and awareness of relevant legislation | A/I |
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| --- | --- |
| **Completed by** | **Date** |
| **Carol Robinson** | **Sept’ 17**  |

**Method of assessment (\* M.O.A.)**

**A =** Application form**, C =** Certificate**, E =** Exercise**, I** **=** Interview**, P =** Presentation**, T =** Test**, AC =** Assessment centre