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# JOB DESCRIPTION

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| **SCHOOL:** | | Learning Support Service | | |
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| **JOB DETAILS:** | |  | | |
| **Job Title:** | | Teaching Assistant - (Supporting and Delivering Learning) Level 3 | | |
| **Grade:** | | 2C  Subject to pay and grading review. | | |
| **Directly responsible to:**  **Supervisory responsibility for:** | | Head of LSS  Other Teaching Assistants, as appropriate | | |
| **Hours of Duty:** | | Up to 32.5 hrs per week TTO | | |
| **Summary of Role:** | | | | |
| To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom across all types and phases of schools in Salford.  To provide in conjunction with teaching staff detailed and specialist knowledge in particular areas of Special Educational Needs and Disability.  To be independently responsible for the delivery of specific programmes / interventions under the direction of members of the LSS teaching team.  To ensure that appropriate resources as required by LSS teachers and school staff are available and of good quality. To be skilled in the use of such resources. | | | | |
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| **Main Duties and Responsibilities/Accountabilities:** | | | | |
| Support for Pupils | | | | |
|  | Use specialist (curriculum/learning) skills/training/experience to support pupils. | | | |
|  | Assist with the development and implementation of IEPs. | | | |
|  | Establish productive working relationships with 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 feedback to pupils in relation to progress and achievement. | | | |
| Support for the Teacher | | | | |
|  | Work with the LSS teachers and School Staff to establish an appropriate learning environment. | | | |
|  | Work with the LSS teachers and School Staff 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 LSS teachers and School Staff on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence. | | | |
|  | Be responsible for keeping and updating records as agreed with the LSS teachers and School Staff, 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 school 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 undertake specialist assessment as directed by the LSS teacher. . | | | |
|  | 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. Provide feedback on the effectiveness of interventions and future actions. | | | |
|  | 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 in the schools in which work is undertaken. | | | |
|  | 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 in which work is undertaken. | | | |
|  | 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. | | | |
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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:** | | | |  |
| **Prepared by:** | | | |  |
| **Agreed by Postholder** | | | |  |

**KEY QUALIFICATIONS/KNOWLEDGE/SKILLS/EXPERIENCE REQUIREMENTS**

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| **Experience:** | * Experience of working with children of relevant age. |
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| **Qualifications/Training:** | * Very good numeracy skills (equivalent to NVQ 2). * NVQ 3 for Teaching Assistants or equivalent qualification or experience. * Training in relevant strategies in particular curriculum or learning area. * Where designated to work in a particular curriculum area to work towards NVQ 2 in that subject area. * Appropriate First Aid Training. |
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| **Knowledge/skills:** | * Can use ICT effectively to support learning. * Use of other equipment technology. * Full 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. * Ability to relate well to children and adults. * Work constructively as part of a team, understanding classroom roles. |
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| **Job title** | **Grade** | **Directorate** | **Location** |
| **Teaching Assistant** | TA3 | Children’s Services | Moorside High School |

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.

| **Essential criteria** | **Necessary requirements – qualification, experience, skills, knowledge etc.** | | | | **\* M.O.A.** |
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| 1 | Ability to relate well to children and adults. | | | | **C** |
| 2 | Experience of working with children of relevant age | | | | **A** |
| 3 | Experience of working with pupils with additional needs. | | | | **A** |
| 4 | Very good Numeracy/literacy skills (equivalent to NVQ 2 in English and Maths). | | | | **A** |
| 5 | NVQ 3 for Teaching Assistants or equivalent qualification or experience. | | | | **C** |
| 6 | Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation. | | | | **AI** |
| 7 | Working knowledge of national curriculum and other relevant learning programmes. | | | | **AI** |
| 8 | Understanding of principles of child development and learning processes and in particular, barriers to learning. | | | | **AIC** |
| 9 | Full understanding of the range of support services/providers. | | | | **I** |
| 10 | Work constructively as part of a team, understanding classroom roles and responsibilities. | | | | **E** |
| 11 | Ability to use ICT as an integral part of practice. | | | | **E** |
| 12 | Current driving licence and access to a car during normal working hours (Reasonable adjustments will be made for candidates with a disability) | | | | **A** |
| 13 | Enhanced CRB check as per current legislation | | | | **A** |
| 14 | Ability to work independently within agreed service priorities | | | | **A** |
| 15 | Ability to work effectively with pupils parents and schools | | | | **I** |
| 16 | Excellent communication skills, both oral and written, with an ability to relate to and communicate with a wide range of people. | | | | **AI** |
| **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