# scc header

# JOB DESCRIPTION

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| **SALFORD ETHNIC MINORITY AND TRAVELLER ACHIEVEMENT SERVICE (EMTAS)** | |  | | |
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| **JOB DETAILS:** | |  | | |
| **Job Title:** | | Teaching Assistant - (Supporting and Delivering Learning) Level 3 | | |
| **Grade:** | | Grade G (SCP 18 - 25) of the National Salary Scale | | |
| **Directly responsible to:**  **Qualification:** | | An EMTAS Manager  TA 3 desirable | | |
| **Hours of Duty:** | | 32.5 per week Pro rata  Term time only  Secondment opportunity | | |
| **Summary of Role:** | | | | |
| * To support the Head of Service and contribute to the development of Salford EMTAS * To work under the guidance of EMTAS and school teachers, * To support and challenge staff in educational establishments to deliver the five outcomes from ‘Every Child Matters’ for children from ethnic minorities, specifically those with English as an additional language (EAL). * To share skills and knowledge of best practice, modelling and demonstrating proven teaching and learning techniques with colleagues to help deliver the five outcomes. This will help to build schools’ capacity to support their pupils from ethnic minorities, including Gypsy Roma Traveller and those with EAL. * To support class and subject teachers and to implement agreed work programmes with individuals/groups, in or out of the classroom. This will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. * To be involved in delivering training for schools | | | | |
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| **Main Duties and Responsibilities/Accountabilities:** | | | | |
| Support for Pupils | | | | |
|  | Use specialist (curriculum/learning) skills/training/experience to support pupils. | | | |
|  | 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 teacher to establish an appropriate learning environment. | | | |
|  | Work with the EMTAS and class teachers in lesson planning, evaluating and differentiating lessons/work plans as appropriate. | | | |
|  | Monitor and evaluate pupils’ responses to learning activities through observation, assessment 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. | | | |
|  | Provide general admin, support e.g. produce materials for agreed activities etc. | | | |
| Support for the Curriculum | | | | |
|  | Implement agreed learning activities/teaching programmes, differentiating activities according to pupil responses/needs. | | | |
|  | 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 resources. | | | |
| Support for the Schools: | | | | |
|  | 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 Salford EMTAS and 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. | | | |
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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** | | | |  |

# Children’s Services

## Salford Ethnic Minority & Traveller Achievement Service (EMTAS)

### PERSON SPECIFICATION - TEACHING ASSISTANT 3

The Person Specification is an important part of the recruitment process. It should be read carefully as it will form the basis of shortlisting and, ultimately, appointing the successful applicant. You must demonstrate therefore how you meet each of the following criterion in your application.

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| Criteria | Essential | Desirable | To be measured by |
| Qualifications | * Very good numeracy and literacy skills | * Appropriate professional qualification e.g.   NVQ 3 (or equivalent  qualification or experience)   * Training in relevant strategies in particular curriculum or learning area. | * Application Form * Application Form |
| Experience | * Working with or caring for children of a relevant age | * Working within an education setting * Working with pupils with EAL * Working with ethnic minority communities * Working in a multi agency setting | * Application Form and interview * Application Form and interview * Application Form and interview * Application Form and interview |
| Knowledge and Skills | * Good communication   skills, both oral and written.   * Ability to write clear and   coherent reports.   * Full working knowledge of national / foundation stage curriculum and other basic learning programmes and strategies. * Understanding of principles of child development and learning processes. * Ability to relate well to children and adults. * Work constructively as part of a team, understanding classroom roles and responsibilities. | * Effective use of ICT to support learning. * Understanding of relevant policies and codes of practice and awareness of relevant legislation. * Ability to self evaluate learning needs and actively seek learning opportunities. * Ability to deliver traning * Ability to communicate in another language, other than English. | * Application Form and interview * Application Form and interview * Application Form and interview * Application Form and interview * Application Form and interview * Application Form and interview |
| Other | * Ability to work in accordance with equal opportunity policies. * Ability to uphold all anti discriminatory policies and to challenge discriminatory practice. * Access to car for daily work purposes. |  | * Application Form and interview * Application Form and interview * Application Form |