



Job Description & Person Specification Teaching Assistant Level 4

Job Description	
Job Title:	Teaching Assistant Level 4
Pay Grade / Scale / Range:	NJC Scale 6 points 18-22 SEN allowance See advert for actual salary
Benefits & Perks:	TOIL scheme, Occupational Pension Scheme, Occupational Sickness Scheme; Healthcare scheme
Working hours:	36.40 hours per week/ Term time only + 5 days (195 days) Ability to work the hours needed to meet all the demands of the job.
Location:	Initially based at Hollinwood Academy. You may be required to work at any site of the New Bridge Group
Special circumstances:	Some out-of-hours working required at busy times.
Staff responsible to:	Head of Site
Staff responsible for:	None
Accountable to:	CEO
Probationary period:	26 working weeks probation

New Bridge Group

Teaching Assistant Level 4

Purpose of the post

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision, supporting students with a wide range of complex SEND, including specific, moderate and profound and multiple learning difficulties.

This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development.

KEY TASKS

Support for Students

1. Establish rapport and respectful, trusting relationships with pupils, acting as a role model and setting high expectations.
2. To assess, supervise, assist and support pupils, with a wide range of complex SEND to access learning activities, through in-depth knowledge of the curriculum and knowledge of how pupils learn.
3. The role may include supporting and implementing pupil's personal programmes, relating to social, health, physical, hygiene and welfare matters, and appropriate communication methods.
4. To ensure safety, welfare and personal care are attended to with dignity, empathy and respect. The pupils may also need assistance to access different areas of the school. Following appropriate training, administer first aid to pupils in line with school procedures.
5. To support the pupils with eating and drinking, following feeding and swallowing training appropriate to the pupil who is being supported.
6. Promote inclusion and acceptance of all pupils, and encourage them to interact with other through engaging with a wide range of activities.
7. Make effective use of ICT in learning activities and develop pupils' competence and independence in its use.
8. Contribute to and implement Individual Education Plans, Behaviour Plans and activity-based risk assessments (including off site activities) in line with health & safety policy
9. Promote self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance.

10. Provide specific feedback in discussion with pupils on their progress and achievement, in line with school policy.
11. Provide support for pupils being reintegrated and/or transition which may include visits to mainstream settings and outreach support, which could include home tuition (with appropriate risk assessment).

KEY TASKS

Support for the Teaching Staff

1. Support the role of parents in pupil learning and contribute to meetings with parents to provide constructive feedback on pupil progress, achievement, problems etc.
2. Assist in developing and maintaining a positive link between the school and the pupil's homes and to further establish and maintain regular contact with the families/carers of pupils being educated at the school. This may involve home visits and attendance at multi-agency meetings.
3. Work with the teacher to plan lessons. Produce, evaluate and adjust lesson plans and worksheets as appropriate to meet pre-determined learning objectives.
4. Deliver learning activities, which are part of local and national learning strategies, across the key stages relevant to your setting, to pupils within an agreed system of supervision, adjusting activities according to individual pupil learning styles and needs. This will involve individual, group and whole class work and may take place when the teacher is not present.
5. Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
6. Administer and undertake routine marking of pupils' work using an explicit mark scheme that does not require interpretation. Invigilate tests / examinations as required.
7. Provide objective and accurate feedback and reports as required on pupil achievement, progress, and other matters, both in lessons and other activities. Systematically record pupils' progress and achievements, ensuring availability of appropriate evidence
8. Organise and manage an appropriate learning environment and resources.
9. Select and prepare resources necessary to lead/support learning activities, taking account of pupils' interests, language and cultural backgrounds.
10. Provide clerical support for teachers, e.g. photocopying, filing, record-keeping, collecting money, checking of deliveries and placing goods in stock and maintaining records of stock; administering coursework, production of work sheets for agreed activities.

GENERAL TASKS

Support for the Organisation

1. Promote positive values, attitudes and good pupil behaviour. Anticipate and manage promptly with challenging behaviour, conflicts and incidents whilst encouraging pupils to take responsibility for their own behaviour, in line with established school policies, e.g. the use of team-teach.
2. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of pupils. Contribute to the development of appropriate multi-agency approaches to supporting pupils.
3. To transport pupils to enable them to access a broad and balanced curriculum and ensure clear relationships between home/school liaison. (Following specific training and appropriate checks on own vehicle and insurance)
4. Deliver out-of-school learning activities within guidelines established by the school and/or the MAT.
5. Contribute to the identification and implementation of appropriate out of school learning activities, which consolidate and extend the school activities.
6. Provide cover for classes during short-term absence of teachers within the agreed system of supervision. Maintain good order and keep pupils on task. This could involve adjusting activities to take account of pupil needs and responding to pupil questions.

Standard Duties

1. To work across the New Bridge Group if required.
2. To understand the importance of inclusion, equality and diversity, both when working with students and with colleagues, and to promote equal opportunities for all.
3. To uphold and promote the values and the ethos of the school
4. To implement and uphold the policies, procedures and codes of practice of the school, including relating to customer care, finance, data protection, ICT, health & safety, anti-bullying and safeguarding/child protection.
5. To take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school, e.g. challenging a stranger on the premises.
6. To participate and engage with workplace learning and development opportunities, subject to the school's training plan, working to continually improve own performance and that of the team/school.
7. To attend and participate in relevant meetings as appropriate
8. Ability to maintain regular, punctual attendance consistent with the organisational expectations and policies
9. Adoption of professional standards of behaviour and appearance at all times in line with organisational protocols
10. To undertake any other additional duties commensurate with the grade of the post

Responsible to: Head of School

Responsible for: Not applicable

Special Conditions:

An enhanced Disclosure and Barring Service (DBS) check is required for this post

PERSON SPECIFICATION

PLEASE NOTE: Governors/Trustees will use the criteria below to shortlist. Only those applicants who demonstrate that they meet the essential selection criteria (to the Governors/Trustees satisfaction) will be invited to interview.

	Selection Criteria Essential	Selection Criteria Desirable	How Assessed
Education & Qualifications	NVQ 3 for Teaching Assistants or equivalent qualification or minimum of 3 years' experience as a qualified Teaching Assistant		AF / I
	Literacy and Numeracy skills equivalent to Level 2 of the National Qualification & Credit Framework		AF / I
	Training in relevant learning strategies and/or training in a particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, Maths, English, CACHE etc.		AF / I
	Team Teach training		AF / I
Experience	Experience of all aspects of planning, delivering and assessment of a key subject area over a sustained period of time	Experience of using iPad technology to support independent learning in the classroom	AF / I
	Experience of all aspects of a form Tutor role including pastoral responsibilities, EHCP step targets setting & evaluation.		AF / I
	Experience of effectively using ICT and other technology and resolving straightforward problems in their operation		AF / I
			AF / I

			AF/I
Knowledge & Understanding	In-depth Knowledge of the National Curriculum and other learning programmes		AF/I
	Understanding of child development and learning styles and processes		AF/I
	Understanding of the impact a child's mental health and well-being can have on their functioning within the classroom		AF/I
	Knowledge of appropriate resources available to support learning programmes		AF/I
	Understanding of how safeguarding and confidentiality are important when working with children and young people		AF/I
Skills & Abilities	Interpersonal skills to build and maintain successful relationships with pupils, treat them consistently with respect and consideration, and demonstrate interest in their development as learners		AF/I
	Communication skills to liaise sensitively and effectively with parents and carers		AF/I
	To communicate effectively, orally and in writing, to a range of stakeholders		AF/I
	Creative skills to contribute to and adapt learning activities relating to the National Curriculum and other learning objectives		AF/I
	To possess strong Emotional and Physical Resilience which is necessary to cope with the		AF/I

	challenges presented by young people with complex needs Effective organisational skills to work under pressure to prioritise and complete tasks to potentially conflicting deadlines To demonstrate and promote the positive value, attitudes & behaviour you expect from pupils with whom you work To promote a positive ethos and good role model Team-work skills to work collaboratively with colleagues and to carry out your role effectively knowing when to seek help and advice To continually improve own practice/knowledge through self-evaluation and learning from others		AF/I AF/I AF/I AF/I AF/I
Work circumstances	To work flexibly as the workload and needs of the students demand Ability to maintain regular, punctual attendance consistent with the organisational expectations and policies To travel and work at other sites within the New Bridge Group as may be required Occasional out of hours working to support school functions		I I I I



Any candidate with a disability who meets the essential criteria will be invited to interview