

Job Description

Support Staff

Role:	TEACHING ASSISTANT
School:	Beckfoot Heaton Primary School and Nursery
Salary/Grade:	BAND 5 - SCP 4 to 6
Reporting to:	Manager

Core Purpose of the Post:

To support the class teacher in the management of pupils in the classroom, and other senior staff on a range of teaching and learning experiences which deliver an appropriately differentiated and suitably challenging creative curriculum for all pupils whilst meeting statutory requirements.

Work within school policies and procedures under the direction and guidance of senior staff and within an agreed system of supervision.

This role involves engaging with students in regulated activity relevant to children.

May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

Main Duties and responsibilities:

- Assist in the management of pupils in the learning environment.
- Assist in the planning of learning activities.
- Will administer routine tests, invigilate exams, and undertake routine marking of pupils' work.
- Undertake structured and agreed learning activities/teaching programmes appropriate to the pupil's needs to ensure physical, social, emotional, and intellectual development, taking into account diversity e.g. language, culture, ability, race and religion.
- Assist with the development and implementation of Individual Education Plans and Personal Care Programmes; attending to the pupils' personal needs and maintaining related personal programmes with the correct use of care materials including the safety and well-being of the pupils, therapy and medical intervention needs of the pupil and first aid, paying attention to social, health, physical and welfare matters as well as high standards of cleanliness and hygiene e.g. washing, dressing, toileting, and, if applicable, mobility.
- For posts working with pupils who are physically less able, it may be necessary to be able to physically assist the pupil in line with school policies and good practice.
- Promote and reinforce the inclusion, acceptance, and integration of all pupils, including those with specific and special needs and those from different cultures and/or with a different first language as appropriate.
- Set challenging and demanding expectations whilst promoting self-esteem and encouraging pupils to act independently as appropriate as well as interact and work co-operatively with others and engage in activities led by the teacher.
- Will prepare, create, and maintain a purposeful, orderly, and supportive learning environment to meet the lesson plans. Take responsibility for the care, preparation, maintenance and use of relevant equipment, assisting pupils in its use and clearing/storage afterwards.
- Will be aware of pupil progress, monitor/record pupil responses against pre-determined learning objectives as well as provide accurate, constructive, and detailed feedback/reports to the teacher and pupils.
- Promote positive values, attitudes and good pupil behaviour and encourage pupils to take responsibility for their own actions whilst supporting the teacher in managing this. Deal promptly with conflict and incidents (including those involving restraint) and reporting challenging behaviour where appropriate in line with established policy.
- Will gather/report information from/to parents/carers as directed, taking into account parental/carers concerns, dealing with them sensitively under the direction of the teacher.

- Will provide clerical/administrative support as directed by the teacher.
- In respect of local and national learning strategies, will support pupils to achieve learning goals e.g. literacy, numeracy, KS3, early years as directed by the teacher.
- Will support pupils in the use of ICT in learning activities as directed by the teacher and develop pupil's competence and independence in its use.
- a positive approach to working with children and the ability to motivate, inspire and build rapport.

Supervision and range of decision making:

- Will supervise and support pupils consistently at all times including those with special needs; recognising and responding to their individual needs whilst ensuring their safety and education in the learning environment.
- Will occasionally be required to supervise the class for brief periods during a morning or afternoon session where the classroom teacher is not available.
- Will assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes, accompanying teaching staff and pupils on visits, trips and out of school activities; taking responsibility for a group under the supervision of the teacher.
- Will assist in the supervision of students on work experience, trainees, and voluntary helpers.

Communications and working with others:

- Promote the Trusts values, core purpose, and key principles.
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.

Resources:

- Operate equipment/ICT packages that are relevant to the position.
- To maintain the confidential nature of information relating to the school, its pupils, parents and carers.
- The provision, use and storage of equipment and materials used by pupils with whom the post holder is working.
- General responsibility for the care of all equipment and materials within the classroom / designated area of the school.

Professional development:

- Commitment to own personal and professional development, being prepared to undertake training relevant to the post.
- Will participate in own performance development, identify, and address any training needs/other learning activities.
- Engage and commit to the appraisal process as a key part of their professional development.
- Opportunity for Trust collaboration and Continued Professional development.
- To participate in and organise extracurricular activities, such as outings, social activities and sporting events; including a willingness to participate in occasional overnight visits.

Other Considerations:

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.

<ul style="list-style-type: none"> • To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carer files. • Accept and commit to the principles underlying the Schools Equal Rights policies and practices. • Be able to perform all duties and tasks with reasonable adjustments, where appropriate, in accordance with the Equality Act. • Must be legally entitled to work in the UK. 	
Safeguarding: No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).	
Intermediate Fluency Duty Required: In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role, the post holder is required to meet the Intermediate Threshold Level. The post holder should demonstrate they can: Express themselves fluently and spontaneously with minimum effort and, only the requirement to explain difficult concepts may hinder a natural smooth flow of language.	
Notes: This is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade and is not a comprehensive list of all the duties and responsibilities of the post. Successful postholders should not refuse to undertake work, which is not specified on this form and the job description may be amended at any time in consultation with the postholder. Beckfoot Trust is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment. The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition	
Date:	August 2020

Person Specification
Teachers and Support Staff

Role:	Teaching Assistant – Band 5	
	Essential Requirements	How Identified
Qualifications	<ul style="list-style-type: none"> GCSE English and Maths or equivalent e.g. Adult Literacy/Numeracy at level 1. Other relevant qualifications relating to the post e.g. Level 2 NVQ in Health/Childcare, first aid qualification. Evidence of further training/development and/or willingness to participate in further training and development opportunities. 	Application
Experience	<ul style="list-style-type: none"> Experience of working in a team situation. Experience of working with or caring for children of relevant age e.g. voluntary organisation or parental/caring responsibilities. Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level. 	Application References Interview
Training	<ul style="list-style-type: none"> Commitment to own personal and professional development, being prepared to undertake training relevant to the post 	Application Interview
Knowledge, Skills and Ability	<ul style="list-style-type: none"> Will possess knowledge of the School's relevant procedures or practices. Will have an outline understanding of relevant legislation. Will have knowledge of some of the policies covering their service area. Problem solving skills. Good communication skills. Exercising advisory, guiding, negotiating and persuasive skills at a developed level. Good numeracy/literacy skills. Basic ICT skills. An understanding of the needs of a multicultural society. An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. Knowledge of childcare. Awareness of child development. Knowledge and commitment to schools Equality policy. 	Application Interview
Personal Circumstances	<ul style="list-style-type: none"> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996) Must be suitable to work with children/young people. Interest in the school's wider role in the community. 	Application Interview
Disposition and Attitude	<ul style="list-style-type: none"> A passion for education and a deep-felt desire to make a difference for children and young people, being particularly empathetic to those who are vulnerable. To like young people and be liked by them. Ability to relate well to pupils and adults. Ability to work constructively as part of a team. 	Application Interview References

	<ul style="list-style-type: none"> • Ability to remain calm under pressure. • Demonstrate a commitment to working with children of the relevant age. • Demonstrate good co-operative, interpersonal and effective listening skills. • Maintain confidentiality in matters relating to the school, its pupils, parents or carers. • Ability to perform all duties and tasks with reasonable adjustments where necessary. • Ability to cope with the requirements of the post, which will include working with pupils who have emotional/ behavioural/physical difficulties. 	
Physical	<ul style="list-style-type: none"> • Healthy, Resilient, Energetic • Excellent attendance and punctuality. • Must be able to cope with the requirements of the post 	References Interview
Equality	A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice.	Application Interview