



## JOB DESCRIPTION

<b>JOB TITLE</b>	TEACHING ASSISTANT LEVEL 4
<b>DEPARTMENT/SECTION</b>	ST FRANCIS AND ST CLARE CATHOLIC MAC
<b>RESPONSIBLE FOR WHICH OTHER POSTS</b>	SUPERVISION OF OTHER TEACHING ASSISTANTS AS REQUIRED.
<b>RESPONSIBLE TO</b>	PRINCIPAL/SENCO

### Job Purpose

To complement the professional work of teachers by taking responsibility for delivering agreed learning activities under an agreed system of supervision. This may involve routine planning, preparing and delivering learning activities for individuals/groups or short term for whole classes/or all year as PPA Cover and monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development.

Responsible for making a contribution to the planning and delivery of programmes, a specialist area within the school and/or supervision of other teaching assistants including allocation and monitoring of work, appraisal and training.

### Main Responsibilities

#### Support for Teachers

- Organise and supervise appropriate learning environment and resources.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate,
- Monitor and evaluate pupil responses to learning activities through a range of pre-determined assessment and monitoring strategies against given learning objectives,
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence,
- Record progress and achievement in lessons/activities systematically in line with school policy and providing evidence of range and level of progress and attainment,
- Work within an established Behaviour, Praise and Practice policies to anticipate and manage behaviour constructively, promoting self-control and independence,

- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests.
- Production of lesson plans, worksheet, plans etc.
- Provide general and routine clerical/administration support e.g. photocopying, typing, filing, collecting money, administer coursework, produce worksheets for agreed activities etc.

### **Support for the Curriculum**

- Implement agreed learning activities/teaching programmes, making appropriate adjustments according to pupil responses/needs.
- Deliver pre determined learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- Deliver local and national learning strategies e.g. English, Maths, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- Select and prepare resources necessary to implement learning activities, taking account of pupils' interests and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/ resources/ equipment.

### **Support for Pupils**

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Contribute to, implement and review IEPs.
- 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.
- Be responsible for medication, dressing, bathing, personal/intimate support (not an exhaustive list) on a daily basis for student/s with ~~medical~~ additional needs – full training will be provided
- Help to transfer student/s from manual to electric wheelchair/chair/hoist/rise and fall bed as necessary so that they can use aids to move around school.
- To contribute and adhere to risk assessments, care plans, and health and safety policies.
- To adhere to and actively promote the "Don't Walk on by" philosophy.

## **Support for the Academy**

- Adhere to the Staff Code of Conduct and actively promote the Catholic ethos of the Academy and Company.
- Comply with and assist with the implementation of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting 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 the academy and the MAC/Main Improvement priorities.
- To act as a qualified person for the administration of First Aid within the Academy
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- To develop appropriate multi-agency approaches to supporting pupils within agreed strategies.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Deliver out of school learning activities within guidelines established by the academy.
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.
- Assist with the supervision of pupils out of lesson times, including before and after school and a pupils' lunchtimes.

## **Line Management Responsibilities where appropriate**

- Supervise other teaching assistants.
- Liaise between managers/teaching staff and teaching assistants.
- Hold regular team meetings with supervised staff
- Represent teaching assistants at teaching staff/management/other appropriate meetings.
- Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants.

## **General (all posts)**

### **Safeguarding**

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated. These will include:-

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours and
- Attitudes to use of authority and maintaining discipline.
- This post requires the post holder to undertake an Enhanced DBS check.

## Other Duties

The duties and responsibilities in this job description are not exhaustive. The post holder may be required to undertake other duties that may be required from time to time in accordance within the general scope of the post.

### PERSON SPECIFICATION

Essential Criteria	Desirable	Measured by
<b>Qualifications and Training</b> <ul style="list-style-type: none"> <li>NVQ3 for Teaching Assistants or equivalent qualification/ experience.</li> <li>HLTA qualification</li> <li>Training in the relevant strategies eg. Literacy. Specialist skills in curriculum or learning area eg. Bi-lingual, sign language, ICT.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate knowledge of first aid/training as appropriate.</li> <li>equivalent degree status</li> </ul>	AF
<b>Knowledge and Experience</b> <ul style="list-style-type: none"> <li>Working with or caring for children of relevant age in a learning environment</li> <li>Working Knowledge and experience of implementing national/ foundation stage curriculum and other relevant learning programmes/ strategies.</li> <li>Good understanding of principles of child development and learning processes.</li> </ul>	<ul style="list-style-type: none"> <li>Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation.</li> <li>Understanding of statutory frameworks relating to teaching</li> </ul>	AF/I
<b>Skills and Abilities</b> <ul style="list-style-type: none"> <li>Excellent numeracy/literacy skills (equivalent to grade C in GCSE English and Maths.)</li> <li>Can use ICT effectively to support learning. Use of other equipment technology: video, photocopier.</li> <li>Ability to organise, lead and motivate a team.</li> </ul>	<ul style="list-style-type: none"> <li>Constantly improve own practice/knowledge through self-evaluation and learning from others.</li> </ul>	AF/I
<b>Personal Characteristics</b> <ul style="list-style-type: none"> <li>Respect and promote the Catholic ethos of the Academy.</li> <li>Ability to relate well to children and adults.</li> <li>Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.</li> <li>Post holders will be required to demonstrate the behaviours and attributes that support MAC's core values.</li> </ul>		I

<b>COMPETENCIES ESSENTIAL TO BASIC PERFORMANCE OF THE ROLE</b>	
<b>Post Reference: PS005</b>	<b>Post Title: Teaching Assistant Level 4</b>
<b>Commitment &amp; Motivation</b>	
<ul style="list-style-type: none"> <li>• Displays energy and enthusiasm for work and is motivated to achieve, demonstrates flexibility</li> <li>• Identifies own development needs and seeks learning opportunities understanding learning priorities that link with Academy’s aims and objectives</li> <li>• Engages in every learning opportunity and reflects on and develops own practice</li> <li>• Liaises effectively with people demonstrating a willingness to share knowledge, learning and experience with others</li> <li>• Uses initiative within clearly defined guidelines and displays sound judgement, based on factual information when making decisions</li> <li>• Monitors own performance against high standards</li> <li>• Actively seeks feedback, to inform self-development plans</li> </ul>	
<b>Problem Solving &amp; Decision Making</b>	
<ul style="list-style-type: none"> <li>• Shows openness to new ideas and makes timely, confident decisions on a day to day basis</li> <li>• Takes ownership and makes decisions that are achievable based on the appropriate information</li> <li>• Uses initiative to make decisions without formal guidelines</li> <li>• Gathers all relevant information to make informed decisions</li> <li>• Analyses statistical information based on issues / trends to support decision making</li> <li>• Takes ownership of problems and trials new approaches to reach a successful resolution</li> </ul>	
<b>Planning &amp; Organisation</b>	
<ul style="list-style-type: none"> <li>• Plans, prioritises, implements, managing own workload with guidance using available resources</li> <li>• Identifies achievement and supports next steps planning</li> <li>• Identifies barriers to learning and provides appropriate solutions</li> <li>• Contributes to development plans and considers resource allocation</li> <li>• Implements plans under minimal supervision, recommending revisions as required to achieve desired outcomes and objectives</li> <li>• Provides written feedback and evaluation of progress against objectives</li> <li>• Selects and prepares appropriate activities and resources</li> </ul>	
<b>Implementing Change</b>	
<ul style="list-style-type: none"> <li>• Contributes constructively to support change in own area of work with a view to improving performance</li> <li>• Uses initiative and knowledge to implement given tasks or plans.</li> <li>• Identifies and makes recommendations for improving performance in their own area of work</li> <li>• Approaches change in a positive, flexible and enthusiastic manner</li> </ul>	
<b>Managing Objectives</b>	
<ul style="list-style-type: none"> <li>• Reflects and evaluates own practice to recognise own strengths and weaknesses</li> <li>• Manages time effectively, setting and fulfilling short term individual and operational goals</li> </ul>	

- Recognises under performance and identifies a range of solutions to enable the achievement of goals
- Recognises effective performance and individual improvement
- Contributes to planning, implementing and evaluating activities that meet the needs of individuals and small groups
- Identifies priorities, using effective delegation to ensure deadlines are met
- Contributes to the values, learning styles, management styles and ethos of the Academy and applies these in own and teams working practices
- Articulates values through expectations of staff and pupils
- Keeps up to date with trends and developments

### **Raising Standards**

- Recognise when results are not being achieved to the required level and take appropriate action
- Consider, in conjunction with wider team alternative ways of working
- Undertakes systematic observations to gather evidence or progress to support development and ongoing improvement of delivery
- Monitor and evaluate effectiveness of programmes, activities and individual and group/class progress.
- Gathers and analyses data to inform planning
- Takes ownership of problems in their own area of responsibility
- Monitor pupils responses to learning activities and record appropriate attainment accurately as directed.
- Set and support achievement of challenging & measurable targets and monitors quality
- Check own and team performance against outcomes, make improvement suggestions or take corrective action

### **Customer Focus**

- Calms volatile situations, dealing effectively with difficult pupils and stakeholders
- Plans and delivers under guidance
- Provides a formal assessment of needs, designs and implements tailored services to meet varied needs
- Understands key factors affecting progress
- Establish mechanisms to seek out and respond to feedback from pupils & stakeholders
- Coordinating responsibility, leading on the process for the safeguarding and welfare of pupils
- Contributes to the development of policies and procedures
- Has full regard for H&S in all of their actions. Identifies problems and implements change as required

### **Communication**

- Communicates confidently using a variety of methods at different levels of ability and understanding
- Structures discussion in a logical way
- Interprets and analyses information to construct basic written reports including recommendations as appropriate
- Prepares materials for others to use
- Selects the most appropriate communication method for the topic and audience including those with complex needs
- Creates and delivers effective presentations
- Uses appropriate questioning techniques
- Actively listens and encourages open discussion

- Explains this clearly and concisely giving clear instructions

**Impact & Influence**

- Recognises behaviour patterns and implements agreed management strategies.
- Actively supports positive interaction with colleagues and has an awareness of fairness and diversity.
- Anticipates likely responses to situations, tailoring actions to create intended impact
- Responds to questions in a clear and concise manner appropriate to the recipient and work related procedures.
- Respects the opinion of others and accepts feedback.
- Develops and participates in networks and partnerships to achieve Academy's aims and objectives.

**Managing People**

- Manages the work of others, allocating and prioritising work
  - Contributes to the development of others, supporting them to achieve objectives
  - Support and advises SLT
  - Provides support to colleagues at operational level
- Ensures team are effectively utilising time and resources

**Team Working**

- Focuses on achieving measurable outcomes
- Encourages all group members to join in fully supporting the development & effectiveness of team to achieve results
- Recognises when standards or measurable outcomes have not been met and takes appropriate action
- Shares and utilises best practice.
- Offers support & assistance to colleagues without prompting
- Positively contributes to dialogue and supports and coaches colleagues
- Sees own team within the context of the Academy

**Qualifications & Skills**

- HLTA Qualification or equivalent