

Job Description

Teaching Assistant (Level 1)

Normal place of work:	Elms Bank, although you may be required to work at any other school within the Trust
Responsible to:	Class Teacher
Responsible for:	N/A
Hours of work:	Various
Salary:	£19,171 per annum, pro rata (Grade 6, SCP 6)

Special Conditions of Service

- Annual leave to be taken in school closure periods
- Attendance at evening meetings may be required
- Be prepared to offer flexibility in hours

Job Purpose

To work under the direct instruction of teaching/senior staff, usually in the classroom with the teacher, to support access to learning for pupils and provide general support to the teacher in the management of pupils and the classroom

Duties/Responsibilities:

Support for the Pupil

- Attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters.
- Supervise and support pupils ensuring their safety and access to learning.
- Establish good working relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
- Promote inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Encourage pupils to act independently as appropriate.
- Follow behaviour management and positive handling programme.

Support for the Teacher

- Provide clerical/administration support (eg photocopying, typing filing, collecting money etc)
- Assist with the display of children's work
- Prepare classroom as directed for lessons and clear afterwards
- Be aware of pupil problems/progress/achievements and report to the teacher as agreed.
- Undertake pupil record keeping as requested
- Support the teacher in managing pupil behaviour, reporting difficulties as appropriate.
- Gather/report basic information from/to parents/carers as directed.

Support for the Curriculum

- Support pupils to understand instructions.
- Support pupils in respect of local and national learning strategies eg. literacy, numeracy, early years as directed by the teacher
- Prepare and maintain equipment and resources as directed and assist pupils in their use.

Support for the School

- Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned).
- 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 school.
- Appreciate and support the role of other professionals
- Attend relevant meetings as required
- Participate in training and other learning activities as required
- Assist with the supervision of pupils out of directed lesson time, including before and after school if appropriate and within working hours
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.
- Attend Awards' Evening and Parents' Evenings as directed with appropriate adjustments in hours.

We expect all staff at Elms Bank to share our core values.

Aspiration

- To be an active participant in our school community. We expect our staff to be an active member of our community and to embrace school life.
- To share and receive productive feedback. To have the ability to receive and share productive feedback.
- To collaborate as a team; with a positive attitude. To work positively as a team promoting a positive attitude.
- To celebrate all successes. To positively celebrate all successes at Elms Banks
- To reflect on our work to ensure we always keep on learning. To be open to learning, to reflect on our knowledge and strive to be better.

- To know all our young people's needs and work to meet them. To understand the needs of our students and actively work to be meet them

Integrity

- To be professional in demeanour and appearance. To act in a professional manner at all times.
- To be open, honest and responsible. To be open, honest and responsible in our role at Elms Bank
- To take ownership – be solution focused. To take ownership of work and solve any problems when necessary.
- To share concerns with the correct person within the school. To bring any concerns to your line manager or designated person at Elms Bank.
- To be committed to Elms Bank's vision and values in our daily work. To be committed to the vision and values at Elms bank and bring this into your work at Elms Bank.

Resilience

- To understand the school exists to serve the young people and families of its community. To understand that Elms Bank exists to serve the young people and families of its community
- To manage our own personal well-being. To look after yourself.
- To be aware of other's well-being. To support each other, demonstrate compassion and empathy.
- To embrace change. To positively embrace change.
- To focus on successes and learn from mistakes. To understand that mistakes can be made to learn from them and embrace success.

Other

- To work flexibly to meet the changing needs of the Trust
- Be aware of and comply with policies and procedures relating to child protection, safeguarding, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person as soon as they arise
- Attend events or meetings out of normal working hours as required
- Undertake other tasks as reasonably requested by the Headteacher
- Follow school ethos and values of aspiration, integrity and resilience
- To keep professional knowledge up to date by attending briefings, undertaking training and keeping abreast of DFE requirements, legislation and procedures

The role is both physically and emotionally demanding and involves working with some pupils with challenging behaviour.

Job Description Prepared by: K. Bloomfield	Signed:	Date:
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Agreed Correct by Post- Holder:	Signed:	Date:
Agreed Correct by CEO of Oak LP:	Signed:	Date:
E. Parkinson		

Person Specification

Job Title Teaching Assistant (Level 1)

MINIMUM ESSENTIAL REQUIREMENTS		METHOD OF ASSESSMENT
1. Experience/Qualifications/Training etc		
1.1	GCSE D-G in English, Maths and ICT or Level 1 Key Skills in English, Maths and ICT or must be able to demonstrate they are currently studying for these qualifications.	Application Form
1.2	Willingness to participate in relevant training and development opportunities	Interview
1.3	Training in literacy/numeracy strategy and / or willingness to undertake training.	Interview/Application Form
1.4	Willingness to complete Team Teach Behaviour Management and Physical Intervention course, and other courses/training as required.	Interview
2. Skills and Knowledge		
2.1	Ability to work effectively within a team environment, understanding classroom roles and responsibilities	Application Form/Interview
2.2	Ability to build effective working relationships with all pupils and colleagues	Interview/Reference
2.3	Ability to promote a positive ethos and role model positive attributes	Interview/Reference
2.4	Good personal numeracy and literacy skills	Assessment
2.5	Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate	Interview/Reference
2.6	Working knowledge of relevant policies/codes of practice/legislation	Application Form/Interview
2.7	Understanding of inclusion, especially within a school setting	Application Form/Interview
2.8	Ability to prepare resources to support learning programmes	Application Form/Interview
2.9	Ability to use other basic technology – video, photocopier	Application Form

2.10	Customer Care - Listen and respond to customer need, seek out innovative ways of consulting service users and engaging partners. Network with others to develop services for the benefit of the service users.	Interview
2.11	Valuing Diversity - <i>Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people's strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage.</i>	Interview
2.12	Developing Self and Others - Ability to question, and request right training and development that links to the post, to seek opportunities that add to skills and knowledge, to respond positively to opportunities that arise. And to support others' learning and share learning with others	Application Form/Interview

3. Work Related Circumstances – Professional Values & Practices		
3.1	High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements	Application Form & Interview
3.2	Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners	Application Form & Interview
3.3	Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work	Application Form & Interview
3.4	Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice	Interview & Reference
3.5	Establish constructive relationships with parents and carers.	Application Form & Interview

3.6	Able to improve their own practice through observations, evaluations and discussion with colleagues.	Interview & Reference
3.7	The role is both physically and emotionally demanding and involves working with some pupils with challenging behaviour.	Application Form/Letter & Interview

DESIRABLE REQUIREMENTS	METHOD OF ASSESSMENT
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1. Experience/Qualifications/Training etc		
1.1	NVQ 2 in Supporting Teaching and Learning and/or 'A' Level in English, Maths or ICT and/or teaching degree qualification.	Application Form
1.2	GCSE A* - C in English, Maths or ICT or Level 2 Key Skills in English, Maths or ICT	Application Form
1.3	SEN experience	Application Form
1.4	Experience of working in a school environment	Application Form