



A Member of the Haberdashers' West Midlands Academies Trust

Haberdashers' Abraham Darby

JOB DESCRIPTION

1.0	POST TITLE	:	Teaching Assistant – Level 2
2.0	POST REFERENCE NUMBER	:	3462460
3.0	NAME OF CURRENT POST OCCUPANT	:	TBC
4.0	OCCUPANT'S COMMENCEMENT DATE	:	TBC
5.0	GRADE OF POST	:	Grade 3
6.0	SPINAL POINT	:	Point 3 (£12.2337 per hour)* *Salary negotiable for level 3 Teaching Assistant
7.0	ANNUAL SALARY	:	£17,576.55 per annum
8.0	WORKING WEEKS	:	38 weeks (term time only)
9.0	PAID WEEKS	:	43.21 weeks (term time only, 0-5 years' service)
10.0	ANNUAL HOLIDAY ENTITLEMENT	:	No annual holiday is entitled during term time and holiday pay is included in the paid weeks
11.0	WORKING HOURS	:	33.25 hours per week
12.0	PURPOSE OF JOB		

To work under the instruction/guidance of the SENDCo to support pupils with Special Educational Needs and/or Disabilities in the school and undertake curriculum support programmes, to enable access to learning for pupils. To assist the SENDCo or teacher in the management of pupils in the classroom. Work may be carried out in the classroom or outside the main teaching area. This will involve pupils who have been identified as having learning difficulties as well as experiencing Emotional, Behavioural and/or Social Difficulties and/or Disabilities that make it more difficult for them to succeed at the Academy.

13.0 MAIN DUTIES AND RESPONSIBILITIES

The post holder will be required to:

SUPPORT FOR PUPILS

- Supervise and provide particular support for pupils, including those with special needs/disabilities, ensuring their safety and access to learning activities
- Assist with the development and implementation of Individual Education/Behaviour Plans
- Establish constructive relationships with pupils and interact with them according to individual needs
- Promote the inclusion and acceptance of all pupils
- Encourage pupils to interact with others and engage in activities led by the teacher
- Set challenging and demanding expectations and promote self-esteem and Independence
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher

SUPPORT FOR TEACHERS

- Ensure full support for the entirety of the lesson is provided for staff and pupils.
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Assist with the planning of learning activities
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Establish constructive relationships with parents/carers
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work
- Provide clerical/admin support e.g. photocopying, typing, filing, money, administer coursework etc.

SUPPORT FOR THE CURRICULUM

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy and KS3, recording achievement and progress and feeding back to the teacher
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use
- Be aware of and support to ensure all pupils have equal access to opportunities to learn and develop.

SUPPORT FOR THE ACADEMY

- Develop contact with families and carers of identified pupils to support action plans and the achievement of targets
- Assist with the supervision of pupils out of lesson times, e.g. lunchtimes, sports day
- Accompany staff and pupils on visits, trips and out of school activities as required and take responsibility for a group of pupils under the supervision of the teacher
- Attend and participate in relevant meetings as required

14.0 The postholder will adhere to the Teaching Assistant Standards:

TEACHING ASSISTANT STANDARDS
1. <u>Personal and Professional Conduct:</u>
Teaching assistants should uphold public trust in the education profession by:
Having proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff.
Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
Having regard for the need to safeguard pupils' well-being by following relevant statutory guidance along with school policies and practice.

Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity.
Committing to improve their own practice through self-evaluation and awareness.
2. <u>Knowledge and understanding:</u>
Teaching assistants are expected to:
Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
Take opportunities to acquire the appropriate skills, qualifications, and/or experience required for the teaching assistant role, with support from the school/employer.
Demonstrate expertise and skills in understanding the needs of all pupils (including specialist expertise as appropriate) and know how to contribute effectively to the adaptation and delivery of support to meet individual needs.
Demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils.
Understand their roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.
3. <u>Teaching and learning:</u>
Teaching assistants are expected to:
Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.
Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.
Use effective behaviour management strategies consistently in line with the school's policy and procedures.
Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.
Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
4. <u>Working with others:</u>
Teaching assistants are expected to:
Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with.
Understand their responsibility to share knowledge to inform planning and decision making.

Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.
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General Expectations of all staff

- Be aware of and comply with all the Academy and Trust's policies and procedures especially relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To adhere that Haberdashers' Abraham Darby is a designated no smoking workplace. It is expected that staff maintain a professional dress code and that staff ID badges will be worn and on show at all times. It is a requirement that all staff sign in on arrival via the signing in app system and sign out on departure.
- Develop and maintain professional and effective working relationships with all colleagues.
- To engage with pupils in a courteous, positive, caring and responsive manner
- To present oneself in a professional way that is consistent with the values and expectations of the Trust and Academy
- To attend regular statutory training as and when required (including safeguarding/child protection updates). This may be outside of your normal working hours.
- Be aware of and support to ensure equal opportunities for all.
- Recognise own strengths and areas of expertise and use these to advise and support others. Participate in training, meetings and other learning activities to keep up to date with developments relating to your area.
- Undertake personal and professional development and commitment in conjunction with the Academy's Performance Appraisal Review process.
- Support and contribute to the overall ethos, work, aims and vision of the Academy and Trust.
- You are expected to treat all information acquired through your employment, both formally and informally, in strict confidence
- Act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school

- To undertake other duties as determined by the SENDCo, Vice Principal (SEND), Principal and/or Governors that are commensurate with the designation and grading of the post and within the evolving policies of the Federation.

15.0 SPECIFIC JOB TITLE

Teaching Assistant

16.0 SPECIFIC SUPERVISORY RESPONSIBILITY

None

17.0 LINE MANAGER

The post holder will report to the SENDCo and ultimately to the Vice Principal for SEND

18.0 CONTACTS

Staff, parents, pupils, supply teachers, volunteers, members of the local community and outside agencies

19.0 PERSON SPECIFICATIONS

Essential

- Teaching Assistant qualification Level 2 Award in Support Work in Schools or Level 2 Certificate in Supporting Teaching and Learning in Schools (or equivalent)
- Numeracy/literacy skills – equivalent to NVQ level 2/GCSE in Maths and English
- Ability to relate well to pupils and adults
- Ability to work effectively as part of a team, understanding Academy roles and responsibilities, and your own position within these
- Excellent communication and listening skills
- Ability to organise own work
- Willingness to undertake the training required for the role and a strong commitment to personal continued professional development
- Awareness of the needs of employees and a commitment to equality of opportunity

Desirable

- Teaching Assistant experience with students with Special Educational Needs/Disabilities
- Effective use of ICT to support learning
- Experience of working with or caring for children / young people or relevant age (11-18)
- Experience of working with families/carers from different social and ethnic backgrounds
- Experience in an educational environment
- Training in relevant learning strategies, e.g. literacy
- A current driving licence and/or access to transport

20.0 PERSON QUALITIES

- Reliability, integrity and confidentiality
- Cheerful, friendly and approachable
- Student-focused commitment
- Evident enjoyment of working with young people
- A sense of humour
- Open and transparent work ethic
- Flexibility – adaptability to changing circumstances and new ideas
- Ability to manage and overcome setbacks
- Strong team player

- An excellent record of attendance and punctuality
- Take responsibility for your own professional development

Safeguarding Statement

The Trust and the Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All teachers and support staff are accountable for the way in which they exercise authority, manage risk, use resources and protect pupils from discrimination and avoidable harm. All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from physical harm. When an individual accepts a role that involves working with children and young people they need to understand and acknowledge that the responsibilities and trust are inherent in that role.

An Enhanced DBS check will be carried out prior to employment and this will be renewed every 5 years, and all staff are expected to sign an annual Disqualification Safeguarding Declaration Form. We hold regular statutory Child Protection/Safeguarding and Prevent training which all staff are required to attend.

Positive Mental Health and Well-being – whole school approach

Haberdashers' Abraham Darby aims to promote a whole-school positive approach to mental health and well-being for every member of staff and student; it is fundamental to our values, mission and culture. We are a school that helps children flourish, learn and succeed by providing opportunities for them, and the adults around them, to develop the strengths and coping skills that underpin resilience.

NOTE 1

This Job Description may be reviewed at the end of the school year or earlier if necessary. It may be amended at any time, after discussion and agreement with you, and may form part of the appraisal process.

NOTE 2

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Support Staff will be expected to comply with any reasonable request from their line manager to undertake work of a similar level that is not included in this Job Description. Support Staff are expected to be courteous to colleagues and pupils, and provide a welcoming environment to visitors and telephone callers.

NOTE 3

This job description is current at the date shown, but in consultation with the postholder, may be changed by the Principal/Vice Principal SEND to reflect or anticipate changes in the job commensurate with the grade and job title.

This job description was issued on xxx to take effect from xxx