



ORMISTON BOLINGBROKE ACADEMY

JOB DESCRIPTION

Job title:	Teaching Assistant
Salary:	Grade 2, SCP 3-5 £: £16,173 - £16,826 pro-rata (£18,887 - £19,650 Full Time equivalent)
Contract weeks	Term Time, working 39 weeks (Term time plus 5 x INSET days)
Reporting to:	SENCO

Purpose of the role; Academy based

To support teachers by helping to supervise activities in the classroom to enhance the learning of the student with SEND. The support may be provided in groups or on a 1 to 1 basis. The role of a teaching assistant in the Academy is vital in helping students improve their literacy and numeracy skills and to ensure compliance with the SEN Code of Practice.

Specific Responsibilities and Accountabilities

- To work under the direction of the Teaching Staff, SENCO.
- Work with individuals or small groups of students in the classroom under the direct supervision of teaching staff.
- Implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities to students' responses as appropriate.
- Participate in planning and evaluation of learning activities with the teacher.
- Support independent learning and inclusion of all students.
- May work with individual students with special educational needs and/or with students for whom English is not their first language.
- Provide feedback to students in relation to attainment and progress under the direction of the teacher.
- May assist with the development of individual development plans for students e.g. SSPs
- To plan and deliver enrichment sessions to support SEN students.
- Monitor progress of provisions.
- Commitment to safeguarding in line with our Child Protection and Safeguarding Policy.

Key Tasks

- To maintain a high profile and promote a high standard of behaviour around the school in lesson and unstructured time.
- To prepare paperwork and attend meetings (internal and external) as required.
- To support SEN students during unstructured times.
- To support with exam invigilation and break time supervision.
- May assist escorting pupils on educational visits.
- To monitor and check that banks of work in the inclusion zone are up to date and suitable for the students when needed.

- Establish good relationships with students, acting as a role model and responding to individual needs
- Encouraging students to interact with others and engage in activities.
- Helping to plan lessons by preparing materials and resources.

This job description sets out the key outcomes required. It does not specify in detail the activities required to achieve these outcomes.

Flexibility Clause

As a term of your employment you may reasonably be expected to perform duties of a similar or related nature to those outlined in the job description.

Variation Clause

This job description will be reviewed and updated periodically in order to ensure that it relates to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the Principal/Manager in consultation with the postholder. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to the job description following consultation.

Performance management

To participate in the Academy's arrangements for performance management, professional development, quality assurance and internal verification.

General responsibilities

To have due regard at all times to the Academy's policies, organisation and arrangements for Health & Safety at Work.

Become a recognised First Aider, to provide First Aid if needed.

To provide a high-quality service to students, parents, visitors and staff, working as a member of a team and providing cover and support to colleagues as necessary.

To make effective use of the Academy's technology and procedures, taking care to seek best value in activities that have a financial impact.

To maintain confidentiality of information acquired in the course of undertaking duties for the academy.

To undertake such other duties appropriate to the grade of the post as the Principal may from time to time reasonably determine.

An Enhanced DBS with barred list checks will be required for this post.

Context

All staff are part of a whole Academy team. Each individual is required to support the values and ethos of the Academy and Academy priorities as defined in the Academy Improvement Plan. This will mean focusing on the needs of colleagues, parents and students and being flexible in a busy and sometimes pressurised environment.

Due to the nature of this job, it will be necessary for the appropriate level of Criminal Record Disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of Section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are "spent" under the provisions of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Academy. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

Person Specification

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
Education and Qualifications	<ul style="list-style-type: none"> • NVQ level 2 in related area or equivalent experience, with level 3 being desirable. Maths and English C or equivalent Level 2 	<ul style="list-style-type: none"> • Experience of working within a similar role. 	Application
Experience and Knowledge	<ul style="list-style-type: none"> • Ability to engage constructively with and relate to young people. • Competent use of IT • Understanding of the education system • Knowledge and understanding of safeguarding • Curriculum knowledge and experience 	<ul style="list-style-type: none"> • Experience of working in an educational setting. • Experience of working successfully with disaffected students including those with challenging behaviour. • Experience of exam invigilation. • Experience of working with social/emotional difficulties and or challenging behaviour. 	Application and interview
Competencies	<ul style="list-style-type: none"> • The ability to work as part of a team. 	<ul style="list-style-type: none"> • Ability to identify potential barriers to learning and to engage strategies to overcome those barriers. • Able to adapt the support required to meet the needs of individual students to positively impact on progress in learning. 	Application and interview
Personal Qualities	<ul style="list-style-type: none"> • Respect for young people and their needs. • Ability to establish positive working relationships with students, staff and parents. • Highly developed interpersonal and communication skills • Ability to handle difficult situations with sensitivity, confidentiality and discretion at all times. • Commitment to equal opportunities. • A relentless drive for excellence. • Ability to keep calm under pressure. • Ability to promote and demonstrate positive values, attitudes and behaviour. • Can demonstrate a high degree of emotional resilience and can deal with complex and challenging behaviour. 	<ul style="list-style-type: none"> • Evidence of continuing professional development. 	Application and interview

Other Requirements	<ul style="list-style-type: none">• Good oral and written communication skills.• Excellent record of attendance and punctuality.• An Enhanced DBS clearance is essential.• Work in line with the Academy's policies and procedures.		Application and interview
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