Academy:	Moorhouse Academy
Section:	Associate Staff
Location:	Crossley St, Milnrow, Rochdale OL16 4DR
Job Title:	Teaching Assistant Level 3
Grade/Range/Salary:	Grade 4; pt 7-11 Grade; 5 pt 12-17
Responsible to:	Headteacher/ Deputy Headteacher
Responsible for:	As directed by the Headteacher / Deputy Headteacher
Hours of Duty:	33.75 hours per week; Term Time Only plus 2 Training Days
Special Conditions of Service:	• All posts require enhanced DBS clearance prior to appointment. • Requirement to undertake First Aid Training and provide first aid cover as necessary. • Ability to attend occasional meetings out of school hours when required. • Assisting students in line with moving and handling guidelines when toileting, feeding and transferring. • Providing hygiene care to students • Lifting and carrying as required.

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

PURPOSE AND OBJECTIVES OF THE JOB

Act as a responsible adult and assist with the supervision, personal care, welfare and keeping safe of individuals and/or groups of young people and their environment, inclusive of assisting with resources and classroom management to support academic progress and personal development.

CONTROL OF RESOURCES

Personnel
To be responsible for the direction, support and motivation of self and or pupil under the postholder's control.

Safeguarding
Fulfill responsibilities and obligations in relation to the safeguarding of children.

Financial
To work in accordance with Financial Regulations and procedures of the School.

Equipment/Materials
To be responsible for the safe use and maintenance of equipment/materials used by the postholder.

To adhere to all rules and regulations relating to the use of ICT, e-mail and intranet / internet access.

Teaching resources including audio visual and computer equipment.

Health/Safety/Welfare
Responsible for the health, safety and welfare of self and colleagues in accordance with School's Health & Safety policies and procedures and current legislation.

Equality
To work in accordance with Watergrove Trust's Policy relating to the promotion of Equality and Diversity.

Training and Development
The post holder will have a commitment in identifying and undertaking their own professional and personal development in accordance with Schools performance management framework.

Relationships (Internal and External)

Internal:
1. School staff
2. Users of the before and after school provision
3. Volunteers
4. Pupils
5. Governors

External:
1. Parents/Carers
2. Staff in other schools and within the Watergrove Trust & LA
3. Suppliers of equipment and services
4. External Agencies

Organisational Chart:

Headteacher
Deputy Headteacher
Classroom Teacher
Teaching Assistant

Values and Behaviours

Our mission then is to be ever "**Providing more**" to the communities we serve, to enable life in all its fullness.

Our Trust is enabled by a mutual interdependency within which we will always:

- Coach
- Challenge
- Innovate

Watergrove Trust has high expectations of its pupils and staff and we expect our employees to be aware of, and apply these values and behaviours at all times.

RESPONSIBILITIES:

The postholder must:

1. Perform his/her duties in accordance with the Trust's Equality and Diversity Policy.
2. Ensure that the Trust's commitment to public service orientation and care of our customers is provided.
3. Be able to render regular and efficient service to undertake the duties of this post.

PRINCIPAL DUTIES

It is expected at Level 3 that the postholder will work under the direction of teaching staff and may be responsible for some learning activities within the overall teaching plan to enable access to learning which will be in addition to undertaking the core duties outlined in the Level 1 and 2 job description.

1. Help to keep young people safe by:

- preparing and maintaining a safe and hygienic environment
- dealing with accidents, emergencies and illness
- supporting the safeguarding of children
- encouraging children's positive behaviour
- supervising pupils during the school day, for example playground and lunchtime duties

- supporting and implementing pupils' personal care programmes

2. **Provide support for learning activities by:**
   - providing the right amount of support at the right time
   - supporting the teacher in planning learning activities
   - supporting the delivery of learning activities
   - supporting the teacher in the evaluation of learning activities
   - promoting independence and enabling students to retain responsibility for their learning
   - encouraging students to be comfortable taking risks with their learning

3. **Plan, deliver and evaluate teaching and learning activities by:**
   - planning teaching and learning activities under the direction of a teacher, differentiating and adapting learning programmes to suit the needs of allocated pupils
   - delivering teaching and learning activities to achieve learning goals, which may include specialist support for pupils with learning, behavioural or communication difficulties, support for pupils where English is not their first language, support for gifted and talented pupils, and/or support within a particular curriculum area
   - assisting with the setting up and ongoing delivery of local and national learning strategies
   - being responsible for a class, delivering teaching and learning activities in the absence of the teacher

3. **Support literacy and numeracy development by:**
   - supporting pupils to develop their reading, writing skills, speaking/talking and listening skills
   - supporting pupils to develop numeracy skills and to use and apply mathematics

4. **Use information and communication technology to support pupils' learning by:**
   - undertaking the preparation of ICT to support pupils' learning
   - supporting pupils' learning and confidence using ICT

5. **Observe and report on pupil performance and development**
   - assessing, recording and reporting on pupil progress and attainment
   - undertaking marking of pupil's work and invigilating tests/ exams as required
   - monitoring pupil achievements, addressing problem areas wherever possible or referring to the teacher so that relevant interventions can be put in place

6. **Contribute to assessment for learning by:**
   - using assessment strategies to improve learning
   - supporting pupils in reviewing their own learning

7. **Prepare and maintain the learning environment by:**
   - producing high quality displays
   - preparing the learning environment and learning materials for use

- monitoring and maintaining the learning environment and resources

8. Promote positive behaviour by:

- implementing agreed behaviour management strategies
- supporting students in taking responsibility for their learning and behaviour
- establishing rapport and respect with pupils, acting as a role model and setting high expectations
- promptly addressing any incidents, in line with school policies

9. Support the development and effectiveness of work teams by:

- contributing to effective team practice
- contributing to the development of the school team
- supervising the work of other support staff and trainees
- providing administrative support to the teacher/department

10. Reflect on and develop practice by:

- reflecting on own professional practice
- taking responsibility for and participating in continuing professional development

11. Contribute to the planning and evaluation of teaching and learning activities by:

- evaluating teaching and learning activities and outcomes, feeding back to the teaching team and using evaluation to inform future planning.

12. Support teaching and learning in a curriculum area by:

- developing, using and improving own subject knowledge to support teaching and learning
- selecting, developing and evaluating resources and materials to support teaching and learning

13. Develop and promote positive relationships by:

- interacting with and responding to young people and adults in a way that fosters positive relationships
- communicating effectively with young people and adults
- supporting young people in developing positive relationships

In addition, the role may possibly include: -

14. Support implementation of the early years curriculum by:

- contributing to planning implementation of the early years curriculum
- supporting teaching and learning activities to deliver the early years curriculum
- contributing to the monitoring and assessment of children's progress

15. Promote the transfer of learning from outdoor experiences by:

- facilitating learning through individual and shared reflection on experience
- helping participants identify how they can transfer learning to other aspects of their lives

16. Contribute to supporting bilingual/multilingual students by:

- contributing to the development of skills of bilingual/multilingual students in the target language
- supporting bilingual/multilingual students during learning activities
- contributing to the assessment of bilingual/multilingual pupils
- providing bilingual/multilingual support for teachers
- supporting communication with families of bilingual/multilingual pupils

17. Support a child with disabilities or special educational needs by:

- providing care and encouragement
- providing support to help the student to participate in activities and experiences
- having high expectations
- modelling positive social interactions, excellent work ethic and the behavioural expectations of the academy setting
- supporting the child and family according to the procedures of the setting

18. Contribute to the prevention and management of challenging behaviour in children and young people by:

- working with children and young people to identify goals and boundaries for acceptable behaviour
- supporting children and young people to manage challenging behaviour
- enabling children and young people to recognise and understand their behaviour and its consequences

19. Support children with disabilities or special educational needs and their families by:

- contributing to the inclusion of children with disabilities or special educational needs
- helping children with disabilities or special educational needs to participate in the full range of activities and experiences
- supporting families to respond to children's needs

20. Support pupils with behaviour, emotional and social development needs by:

- supporting the behaviour management of pupils with behaviour, emotional and social development needs
- supporting pupils with behaviour, emotional and social development needs to develop relationships with others
- supporting pupils with behaviour, emotional and social development needs to develop self-reliance and self-esteem

21. Support pupils with communication and interaction needs by:

- supporting pupils with communication and interaction needs to maximise learning
- supporting pupils with communication and interaction needs to develop relationships with

others

22. Support pupils with cognition and learning needs by:

- supporting pupils with cognition and learning needs during learning activities
- supporting pupils with cognition and learning needs to develop effective learning strategies

23. Support pupils with sensory and/or physical needs by:

- enabling pupils with sensory and/or physical needs to maximise learning
- implementing structured learning programmes for pupils with sensory and/or physical needs

24. Assist in the administration of medication

25. Work with children and young people with additional requirements to meet their personal support needs by:

- supporting children and young people with additional requirements to identify and develop plans to meet their personal support needs
- supporting children and young people to address their personal support needs
- contributing to evaluating the effectiveness of activities to meet children and young people's personal support needs

26. Enable young people to be active citizens by:

- assisting young people to understand their communities and their role within them
- enabling young people to communicate their views and interests to others, and to negotiate and influence people and situations

27. Support young people in tackling problems and taking action by:

- enabling young people to tackle problems and plan action to achieve their goals and aspirations
- enabling young people to take action based on their plans
- enabling young people to reflect on and learn from their actions

28. Support children and young people during transitions in their lives by:

- recognising and responding to signs of transitions
- supporting children and young people to manage transitions in their lives

29. Provide literacy and numeracy support to enable pupils to access the wider curriculum.

30. Provide specialist support to gifted and talented pupils by:

- working with others to develop learning programmes for gifted and talented pupils
- supporting learning activities for gifted and talented pupils



31. Promote children's well-being and resilience by:

- enabling children to relate to others
- providing a supportive and challenging environment
- enabling children to take risks safely
- encouraging children's self-reliance, self-esteem and resilience

32. Contribute to improving attendance by:

- contributing to monitoring attendance
- contributing to processes and procedures for improving attendance

33. Support children and families through home visiting by:

- establishing, developing and maintaining relationships with families
- providing support for families
- liaising with colleagues, professionals and agencies to support families

34. Facilitate children and young people's learning and development through mentoring by:

- identifying the learning and development needs of children and young people
- planning with children and young people how learning and development needs will addressed through mentoring
- mentoring children and young people to achieve identified outcomes
- reviewing the effectiveness of mentoring with children and young people
- adapting practices to make learning accessible and inclusive for all pupils (including those with SEND and EAL).

35. Lead an extracurricular activity by:

- preparing children and young people for the activity
- introducing children and young people to the activity
- leading the activity
- maintaining and encouraging effective working relationships during the activity

36. Plan and support self-directed play by:

- collecting and analysing information on play needs and preferences
- planning and preparing play spaces
- supporting self-directed play
- helping children and young people to manage risk during play

37. Contribute to maintaining pupil records by:

- collecting and inputting pupil data
- contributing to maintaining the record-keeping system

38. Monitor and maintain curriculum resources by:

- monitoring and maintaining supplies of curriculum resources
- organising and maintaining curriculum resources

39. Escort and supervise pupils on educational visits and out-of-school activities by:



- escorting pupils on visits and out-of-school activities
- supervising pupils on visits and out-of-school activities

40. Liaise with parents, carers and families by:

- establishing and maintaining relationships with parents, carers and families
- facilitating information sharing between the school and parents, carers and families

SECONDARY DUTIES

1. Uphold the professional standards expected of every member of Trust staff in all dealings with colleagues, students, parents / carers and the wider community and adhere to the principles expressed in the aims of the Trust.

2. Work collaboratively across departments with colleagues and students to ensure the Academy and Trust operates as effectively as possible to achieve its aims. Develop collaborative working relationships with other managers and colleagues in the Trust.

3. To participate in programmes of training as a trainee and when required as a trainer facilitator. Actively contribute to the continued development of the Trust by attending training, participating in relevant meetings, and putting forward ideas for improvement. To demonstrate a commitment to self-review and professional development.

4. Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns as appropriate.

5. Maintain designated databases/files in accordance with Trust policies for data governance, as appropriate for the role.

6. To support and participate in team working across the Trust, including working within other areas/ schools as required in the light of operational needs of the Trust and to facilitate the career development of the post holder. Prepare and contribute to Trust wide development by sharing best practice and professional feedback.

7. To undertake duties as part of the team rota - To act as a team member and undertake general office duties as and when required to support the overall service delivery to the academies, students and families. Be a positive, collaborative team member.

8. To undertake such other duties and responsibilities of an equivalent nature commensurate with the level of responsibility that may be allocated periodically, as may be determined from time to time by the Headteacher (or nominated representative) in consultation with the postholder (and if he/she so wishes, with his/her Trade Union representative).

9. The postholder's duties must at all times be carried out in compliance with the Trust's Equal Opportunities Policy and other policies designed to protect employees or service users from harassment.

a) Take reasonable care of the health and safety of self, other persons and resources whilst at work.

b) Cooperate with management of the trust as far as is necessary to enable the responsibilities placed upon the trust under the Health and Safety at Work Act to be performed, e.g. operate safe working practices including both mental and physical wellbeing.
c) It is the duty of the postholder not to act in a prejudicial or discriminatory manner towards employees. The postholder should also counteract such practice or behaviour by challenging or reporting it.

10. To attend and participate in meetings as required.

11. Play a full part in the life of the Academy community, supporting our ethos and values encouraging staff and students to follow this example.

12. Support the Academy and the Trust in meeting our legal requirements for worship.

13. Actively promote the Academy and Watergrove Trust corporate policies.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year as part of the performance management cycle and may be subject to modification or amendment at any time after consultation with the post holder.

To undertake such other duties and responsibilities of an equivalent nature, particularly in response to the changing role of the Trust, as may be determined by the Watergrove Trust from time to time in consultation with the postholder and, if he/she so wishes, with his/her trade union representative.

Job Description prepared by: _____Date: _____

Please see below for person specification

Watergrove Trust
Person Specification

Academy :	Moorhouse Academy	**Post:**	Teaching Assistant Level 3
Section :	Associate Staff	**Scale:**	Grade 4/5

Note to Applicants:

Essential Criteria **(E)** are the qualifications, experience, skills or knowledge that you MUST SHOW YOU HAVE to be considered for the job.
There are a range of methods by which this information can be obtained. The '*How Identified*' column illustrates how the Trust will obtain the necessary information about you.
For example: Where **(AF)** is indicated next to an *Essential Criteria* you MUST include details relating to this aspect in your **Application Form**. You must include examples from either paid, or voluntary work. Do not leave gaps in employment.

Watergrove Trust is committed to safeguarding and promoting the welfare of children and young people and expects staff to share this commitment.

Criteria	**Essential (E) or Desirable (D)**	**How Identified:** **AF Application Form** **I Interview** **C Check certificates** **A Assessment**
Qualifications		
To possess minimum GCSE English and Mathematics at Grade 9-4, **or** a Level 2 qualification in Literacy and Numeracy **or** CSE Grade 1 in English and Mathematics, or equivalent	**E**	**AF/C**
To possess a relevant NVQ Level 3 for Teaching Assistants, or have an equivalent qualification or experience	**D**	**AF,/C**
Trained in relevant learning strategies and/or a particular learning or curriculum area	**E**	**AF,/C**
Skills, Experience & Ability		
Experience of working with children at a relevant age and/or learning need within an education setting	**E**	**AF, I**
Experience of planning, delivering and evaluating teaching and learning activities effectively	**E**	**AF, I**
Experience of differentiating activities and selecting and developing resources to meet individual's learning needs or group learning programmes	**E**	**AF, I**

Experience of working effectively within a team environment and building effective working relationships with pupils and colleagues	**E**	**AF, I**
Experience of working within a schools ethos and supporting the aims of the school	**E**	**AF, I**
Experience of providing clerical/administrative support	**E**	**AF, I**
Experience of effectively using ICT technology to advance learning, eg: computer, photocopier, interactive whiteboard	**E**	**AF, I**
Understanding and working knowledge of principles of child development learning styles and independent learning	**E**	**AF, I**
Understanding and working knowledge of national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc	**E**	**AF, I**
Full working knowledge of relevant policies/codes of practice/legislation	**E**	**AF, I**
Working knowledge of how statutory and non statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support	**E**	**AF, I**
Knowledge of the school and its setting/community	**E**	**AF, I**
Importance of safeguarding/child protection when working in a academy setting	**E**	**AF/I**
Build effective working relationships with all students and colleagues	**E**	**AF/I**
Interpersonal skills and the ability to communicate effectively and sensitively with children, young people and colleagues	**E**	**AF, I**
Ability and commitment to work collaboratively and cooperatively with colleagues	**E**	**AF, I**
The ability to organise and manage learning activities in ways which keep children safe	**E**	**AF, I**
The ability to promote a positive ethos, actively encourage and motivate children to advance their learning	**E**	**AF, I**
Creative skills and resourcefulness to develop and adapt learning activities to meet different objectives	**E**	**AF, I**
Able to demonstrate a commitment to improving own knowledge and practice	**E**	**AF, I**
Ability to work effectively and calmly under pressure to conflicting deadlines	**E**	**AF, I**
Able to maintain a safe, clean, orderly and productive working environment	**E**	**AF, I**
Research, Plan and Implement project work according to specified timescales	**E**	**AF, I**
High level of ICT systems and able to use competently	**E**	**AF, I**
Knowledge of Google systems	**D**	**AF, I**

Understanding of and willingness to use technology to support learning	**E**	**AF/I**
Work effectively within a team environment, understanding classroom roles and responsibilities.	**E**	**AF/I**
Work within the Academy's ethos and role model positive attributes	**E**	**AF/I**
Working with and/or caring for young people	**D**	**AF/I**
How ICT can support learning	**E**	**AF/I**
Understanding of Primary school curriculum	**E**	**AF/I**
Commitment to inclusion in an academy setting	**E**	**AF/I**
Communicate effectively and sensitively with students, young people and colleagues	**E**	**AF/I**
Organise and manage learning activities in ways which keep students safe	**E**	**AF/I**
Actively encourage and motivate students to advance their learning	**E**	**AF/I**
Importance of safeguarding/child protection when working in a academy setting	**E**	**AF/I**
Personal Skills & Attitudes		
Motivated and keen to develop own knowledge and practice by participating in professional reviews and continuing personal development activities	**E**	**AF, I**
Committed to working within the schools policies and procedures and adhering to safe working practices	**E**	**AF, I**
Flexible in approach and able to meet the changing demands of the role	**E**	**AF, I**
Ability to attend meetings out of school hours	**E**	**AF, I**
Ability to provide personal care to pupils – for example assisting with dressing, toileting	**E**	**AF, I**
Enthusiastic with a love of learning	**E**	**AF, I**
An understanding and proven commitment to all aspects of equal opportunities	**E**	**AF, I**
A caring and positive person	**E**	**AF, I**
Good communication skills – written and oral	**E**	**AF, I**
Well-organised and pays attention to detail	**E**	**AF, I**
Willingness to go the extra mile for our children	**E**	**AF, I**
Self motivated	**E**	**AF, I**
Values and Behaviours		
Our mission then is to be ever "**Providing more**" to the communities we serve, to enable life in all its fullness. Our Trust is enabled by a mutual interdependence within which we will always: • Coach • Challenge	**E**	**AF/I**

• Innovate		
Special Working Conditions		
Improve own knowledge and practice by participating in professional reviews and display commitment to continual professional development	**E**	**AF/I**
The ability to recognise and respond appropriately to situations that challenge equality of opportunity	**E**	**AF/I**
Be committed to working within the Academy's policies and procedures and adhering to safe working practices	**E**	**AF/I**
Ability to attend meetings out of the Academy's hours.	**E**	**AF/I**
When required: Assisting students in line with moving and handling guidelines when toileting, feeding and transferring.	**E**	**AF/I**
Providing hygiene care to students	**E**	**AF/I**
Lifting and carrying equipment as required	**E**	**AF/I**
• To possess or be willing to work towards a full or emergency Paediatric First Aid certificate within 3 months of starting work.	**D**	**AF/I**