

ROCHDALE BOROUGH COUNCIL

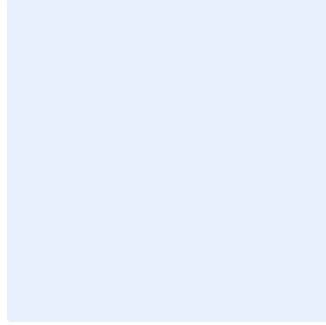
SCHOOL: Redwood Secondary School

JOB DESCRIPTION

Job Title:	Teaching Assistant (Level 3+)
Grade:	Grade 6 (SCP) 19-24
Responsible to:	Deputy Headteacher / Headteacher
Responsible for:	N/A
Hours of Duty:	32.5 HRS (Mon, Wed, Thurs, Fri 8.30am-3.15pm, Tue 8.30pm-4.30pm)
Any Special Conditions of Service:	• The Postholder may be required to attend evening and weekend meetings • The School operates a Smoke Free Policy for all its employees and applies to any building and associated grounds within the immediate vicinity of the school. • Annual Leave – Term Time Only – this post is employed on a Term Time Only basis and therefore all staff are required to be in school during school term. There is no further annual leave. • The ability to converse at ease with customers and service users and provide advice in accurate spoken English.
Values and Behaviours	➤ Approach the job at all times using the values set out in the Rochdale Way: • Proud • Passionate • Pioneering and Open ➤ Be aware of and apply the Rochdale Way behaviours at all times.
DBS Disclosure Level:	Enhanced

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

Organisational Chart:



PURPOSE AND OBJECTIVES OF THE JOB

1. To work with teachers, supporting teaching and learning by providing specialist support to individual pupils, small groups and/or leading learning activities within an area of specialism.
2. To deliver whole class teaching cover, for example during teacher's PPA time.
3. To be committed to safeguarding and promoting the welfare of children and young people.

CONTROL OF RESOURCES

Personnel

To be responsible for the direction, support and motivation of self and any staff under the postholder's control.

Financial

To work in accordance with the 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.

Teaching resources including audio visual and computer equipment.

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

Health/Safety/Welfare

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

Equality and Diversity

To work in accordance with the Authority's/School'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. Teaching and support staff within the Nursery Unit/School
 2. Users of the Nursery Unit/School
 3. Voluntary helpers
 4. Pupils
 5. Governors

- External:**
1. Parents/Carers
 2. Staff in other schools and within the LA.
 3. Agencies (Partners)

RESPONSIBILITIES:

The postholder must:

1. Perform his/her duties in accordance with the Authority's/School's Equal Opportunities Policy.
2. Ensure that the Authority's/School'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 * *NB please delete any not relevant to the requirements of the post*

It is expected at Level 3 the postholder will work with guidance to deliver learning, in addition to undertaking the core duties outlined in the Level 1 & Level 2 job descriptions

1. Help to keep children safe by:

- preparing and maintaining a safe and hygienic environment
- dealing with accidents, emergencies and illness
- supporting the safeguarding of children
- supervising pupils during the school day, for example playground and lunchtime duties
- supporting and implementing pupils' personal care programmes

2. 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. Promote positive behaviour by:**
 - implementing agreed behaviour management strategies
 - supporting pupils 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
- 8. Develop and promote positive relationships by:**
 - establishing and developing positive relationships with children and adults including parents, carers and other professionals
 - supporting children in developing positive relationships
 - promoting inclusion and acceptance of all pupils within the classroom
- 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. Support pupils' learning activities by:**
 - recognising and responding to individual needs
 - engaging pupils with activities, promoting independent learning and utilising strategies to recognise and reward achievement
 - encouraging cooperation and interaction between pupils
- 12. Contribute to the planning and evaluation of teaching and learning activities**
 - evaluating teaching and learning activities and outcomes, feeding back to the teaching team and using evaluation to inform future planning
- 13. 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
- 14. Observe and promote pupil performance and development**

Know how to support the inclusion of children and young people in the learning activities

In addition, the role may possibly include: -

The following duties and responsibilities may be asked of a Teaching Assistant Level 3 to reflect the needs of the individual role and needs of the school. When drawing up the actual job description for a post requiring these additional duties, consideration must be given to ensure the reasonableness of the task which is to be undertaken by the individual.

15. Support implementation of the early years curriculum

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

16. Promote the transfer of learning from outdoor experiences

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

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

18. Provide specialist support to gifted and talented pupils

- work with others to develop learning programmes for gifted and talented pupils
- support learning activities for gifted and talented pupils

19. Support bilingual/multilingual pupils

- support development of the target language
- support bilingual/multilingual pupils in accessing the curriculum

20. Provide bilingual/multilingual support for teaching and learning

- contribute to the assessment of bilingual/multilingual pupils
- provide bilingual/multilingual support for teachers and pupils
- support communication with families of bilingual/multilingual pupils

21. Contribute to the prevention and management of challenging behaviour in children and young people

- Work with children and young people to identify goals and boundaries for acceptable behaviour
- Support children and young people to manage challenging behaviour
- Enable children and young people to recognise and understand their behaviour and its consequences

22. Support children with disabilities or special educational needs and their families (CCLD 321)

- Contribute to the inclusion of children with disabilities or special educational needs
- Help children with disabilities or special educational needs to participate in the full range of activities and experiences
- Support families to respond to children's needs

23. Support pupils with communication and interaction needs

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

24. Support pupils with cognition and learning needs

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

- 25. Support pupils with behaviour, emotional and social development needs**
- Support the behaviour management of pupils with behaviour, emotional and social development needs
 - Support pupils with behaviour, emotional and social development needs to develop relationships with others
 - Support pupils with behaviour, emotional and social development needs to develop self-reliance and self-esteem
- 26. Support pupils with sensory and/or physical needs**
- Enable pupils with sensory and/or physical needs to maximise learning
 - Implement structured learning programmes for pupils with sensory and/or physical needs
- 27. Administration of medication according to the policy and practice of the school. This includes;**
- Drawing up medication
 - Completing appropriate records in line with the school's agreed policies and procedures
 - Undertaking relevant training at regular intervals and evidencing competency
- 28. Work with children and young people with additional requirements to meet their personal support needs (HSC315)**
- Support children and young people with additional requirements to identify and develop plans to meet their personal support needs
 - Support children and young people to address their personal support needs
 - Contribute to evaluating the effectiveness of activities to meet children and young people's personal support needs
- 29. Promote children's well-being and resilience**
- Enable children to relate to others
 - Provide a supportive and challenging environment
 - Enable children to take risks safely
 - Encourage children's self-reliance, self-esteem and resilience
- 30. Work with young people to safeguard their welfare**
- Promote a safe working environment for youth work
 - Work with young people to assess and manage risk
 - Assist individuals to take action when they are distressed
- 31. Enable young people to be active citizens**
- Assist young people to understand their communities and their role within them
 - Enable young people to communicate their views and interests to others, and to negotiate and influence people and situations
- 32. Support young people in tackling problems and taking action**
- Enable young people to tackle problems and plan action to achieve their goals and aspirations
 - Enable young people to take action based on their plans
 - Enable young people to reflect on and learn from their actions
- 33. Support children and young people during transitions in their lives**
- Recognise and respond to signs of transitions
 - Support children and young people to manage transitions in their lives
- 34. Facilitate children and young people's learning and development through mentoring**
- Identify the learning and development needs of children and young people

- Plan with children and young people how learning and development needs will be addressed through mentoring
- Mentor children and young people to achieve identified outcomes
- Review the effectiveness of mentoring with children and young people

35. Contribute to improving attendance

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

36. Support children and families through home visiting

- Establish, develop and maintain relationships with families
- Provide support for families
- Liaise with colleagues, professionals and agencies to support families

37. Lead an extra-curricular activity

- Prepare children and young people for the activity
- Introduce children and young people to the activity
- Lead the activity
- Maintain and encourage effective working relationships during the activity

38. Plan and support self-directed play

- Collect and analyse information on play needs and preferences
- Plan and prepare play spaces
- Support self-directed play
- Help children and young people to manage risk during play

39. Contribute to maintaining pupil records

- Collect and input pupil data
- Contribute to maintaining the record-keeping system

40. Monitor and maintain curriculum resources

- Monitor and maintain supplies of curriculum resources
- Organise and maintain curriculum resources

41. Escort and supervise pupils on educational visits and out-of-school activities

- Escort pupils on visits and out-of-school activities
- Supervise pupils on visits and out-of-school activities

42. Liaise with parents, carers and families

- Establish and maintain relationships with parents, carers and families
- Facilitate information sharing between the school and parents, carers and families

SECONDARY DUTIES

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

To undertake such other duties and responsibilities of an equivalent nature, particularly in response to the changing role of School, as may be determined by the School (or nominated representative) 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: _____

Agreed by Postholder: _____ Date: _____