**Purpose of Job**

* This level is applicable to experienced teaching assistants whose working role calls for competence across a varied range of responsibilities.
* To support teaching staff in the development and education of pupils including the provision of specialist skills as appropriate

**Key Job Outcomes – Support for pupils (either individually or in groups)**

1. Support the activities of individuals or groups.
2. Establish and maintain relationships with individual pupils and groups.
3. Contribute to Individual Education Plans as appropriate.
4. Support pupils during learning activities.
5. Promote pupils’ social and emotional development.
6. Contribute to the health and well-being of pupils.
7. Provide support for bilingual/multilingual pupils (where appropriate to the focus of the role).
8. Support pupils with specific needs (where appropriate to the focus of the role), for example, sensory and/or physical impairment, cognitive or learning difficulties, behavioural, emotional and social development needs, communication and interaction difficulties.
9. Support for Gifted and Talented pupils.
10. Support pupils with literacy and numeracy skills.
11. Support pupils to access the curriculum.
12. Dealing with the personal care needs of children where appropriate in line with the guidance of E-ACT.
13. Deliver lunchtime and afterschool clubs for children as directed by senior leaders.
14. Support and deliver activities at the Easter holiday club as directed by senior leaders

**JOB TITLE: Graduate Teaching Assistant Level 3**

**SALARY: Salary band NJC 3 - 8**

**MANAGED BY: SLT & Phase Leaders**

**CONTRACT: Fixed term/term time only plus 1 week at Easter.**

**Support for the teacher (s)**

1. Observe and report pupil performance.
2. Contribute to the planning and evaluation of learning activities.
3. Assist in preparing and maintaining the learning environment including putting up displays.
4. Contribute to the management of pupils’ behaviour
5. Contribute to maintaining pupils’ records.
6. Support the maintenance of pupils’ safety and security.
7. Supervise the whole class in the absence of a teacher.
8. Undertake routine marking in line with the academy policy.
9. Provide general administrative support, for example, administer work, produce worksheets etc.
10. Undertake joint home visits as appropriate and in line with E-ACT policy.

**Support for the Academy**

1. Support the development and effectiveness of team work within the academy environment.
2. Develop and maintain working relationships with other professionals.
3. Liaise with parents as appropriate.
4. Review and develop own professional practice.
5. Work as required across the curriculum and in all Key Stages within the academy in accordance with the role.

**Support the curriculum**

1. Support the use of information and communication technology in the classroom.
2. To perform other duties as the Head of School may from time to time determine.
3. Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
4. To ensure all tasks are carried out with due regard to Health and Safety.
5. To undertake appropriate professional development including adhering to the principle of performance management.
6. To adhere to the ethos of the academy
7. To promote the agreed vision and aims of the academy.
8. To set an example of personal integrity and professionalism.
9. Attendance at appropriate staff meetings and parents evenings.
10. Any other duties as commensurate within the grade in order to ensure the smooth running of the academy.

**Additional Information**

Holidays to be taken during school holidays with a requirement to work 1 week during the Easter holiday and additional hours as required

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| --- | --- | --- |
| **Teaching Assistant – Person Specification** | | |
|  | **Essential** | **Desirable** |
| **Education, Training and Qualifications**   * Degree | **√** |  |
| **Experience**   * Experience of supporting children in a classroom environment, including those with special educational needs. * Has experience of working in an education setting. |  | **√**  **√** |
| **Knowledge, Skills & Competencies**   * A good standard of education particularly in English and Mathematics * Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils. * Ability to provide classroom cover – with agreed parameters – in the absence of the class teacher. * Ability to consistently and effectively implement agreed behaviour management strategies. * Ability to use language and other communications skills that pupils can understand and relate too. * Ability to establish positive relationships with pupils and empathise with their needs. * Ability to demonstrate active listening skills. * Ability to provide levels of individual attention, reassurance and help with learning task as appropriate to pupils’ needs, encouraging the pupils to stay on task. * Ability to offer construction feedback to pupils to reinforce self-esteem. * Ability to work effectively and supportively as a member of the school team. * Ability to work within and apply all school policies e.g. behaviour management, safeguarding, health and safety, equal opportunities. * Can be available to work after school hours and lead a variety of activities during school holidays. * Has a passion for engaging pupils in a range of both curricular and non-curricular activities * Can communicate with children, parents and staff effectively. * Can prepare and plan exciting lessons. * Ability to work effectively and supportively as a member of the school team   **Personal Attributes**   * Resilience, the ability to work under pressure and to be able to meet deadlines. * Excellent communication skills (including written, oral and presentation skills). * Excellent interpersonal skills. * Secure record of good attendance and punctuality. * A commitment to safeguarding and promoting the welfare of children and young people. * A commitment to E-ACR’s vision, values, aims and the objectives of its academy’s program. | **√**  **√**  **√**  **√**  **√**  **√**  **√**  **√**  **√**  **√** | **√**  **√**  **√**  **√**  **√**  **√**  **√**  **√**  **√**  **√**  **√**  **√** |