ROCHDALE BOROUGH COUNCIL

SCHOOL: Falinge Park High School

JOB DESCRIPTION

Job Title:	Teaching Assistant (Level 4)
Grade:	Grade 6 (SCP) 19-24
Responsible to:	**Subject Lead - Literacy**
Responsible for:	**Literacy**
Hours of Duty:	**37 hours per week TTO plus one week**
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:

HEADTEACHER

DEPUTY HEADTEACHER

SUBJECT LEAD - LITERACY

HLTA (LEVEL 4 TA)

PURPOSE AND OBJECTIVES OF THE JOB

1. To complement the work of teachers, with responsibility for teaching and learning activities which may include planning, preparing and delivering specialist support to individual pupils, 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 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 the Authority'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 Nursery Unit/School
3. Volunteers
4. Pupils
5. Governors

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

RESPONSIBILITIES:
The postholder must:

1. Perform his/her duties in accordance with the Authority's/School's Equality and Diversity 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

It is expected at Level 4 that the postholder will work with guidance to organise and support teaching and learning activities, working with individuals, groups and whole classes under the direction of a class teacher, which will be in addition to undertaking the core duties outlined in the Level 1, Level 2 and Level 3 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
- encouraging children's positive behaviour

2. Plan, deliver and evaluate teaching and learning activities by:
- planning, preparing and delivering teaching and learning activities for individual pupils and groups under the direction of a teacher, differentiating and adapting learning programmes to suit the needs of allocated pupils
- being responsible for a class, delivering teaching and learning activities in the absence of the teacher
- assessing the needs of individual pupils and providing specialist support for pupils with learning, behavioural or communication difficulties, where English is not their

first language, gifted and talented pupils, and/or support within a particular curriculum area
- delivering local and national learning strategies and programmes of work for individuals, groups and whole classes

3. **Support pupils' learning activities by:**
   - assessing, supervising and supporting pupils using in-depth knowledge of the curriculum and learning needs
   - engaging pupils with activities, promoting independent learning and utilising strategies to
   - recognise and reward achievement
   - encouraging cooperation and interaction between pupils
   - providing feedback to pupils and the parents/cares about their progress and achievements in line with expectations
   - organising and maintaining an effective learning environment and resources

4. **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

5. **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
   - maintaining working relationships with other practitioners

6. **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
   - allocating and checking work within your team
   - leading or motivating volunteers

7. **Reflect on and develop practice by:**
   - reflecting on own professional practice, seeking feedback and learning from others
   - enthusiastically seeking opportunities for continuing professional development

8. **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

9. **Organise cover for absent colleagues by:**
   - arranging cover for absent colleagues
   - monitoring and reviewing cover arrangements

10. **Organise and supervise travel by:**
    - making travel arrangements for pupils and colleagues
    - supervising travel

11. **Provide information to aid policy formation and the improvement of practices and provision by:**
    - providing information and advice to aid development of strategies, policies, practice and provision
    - collecting and present information to aid monitoring, review and improvement of performance

12. **Support learners by mentoring in the workplace by:**
    - planning the mentoring process
    - setting up and maintain the mentoring process
    - giving mentoring support

13. **Support competence achieved in the workplace by:**
    - assessing performance in the workplace against agreed standards
    - giving staff members support in the workplace and feedback on their performance
    - providing learning opportunities for colleagues

SECONDARY DUTIES

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

2. 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: _____

ROCHDALE BOROUGH COUNCIL
PERSON SPECIFICATION

Teaching Assistant (Level 4) **Grade 6 (SCP) 19-24**

Note to Applicants

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

- **The *Essential* Criteria are for the qualifications, experience, skills or knowledge you MUST SHOW YOU HAVE to be considered for the job.**
- **The *Desirable* Criteria are used to help decide between candidates who meet ALL the Essential Criteria.**
- **The *How Identified* column shows how the Council will obtain the necessary information about you.**
- **If the How Identified column says the Application Form next to an Essential Criteria or a Desirable Criteria, you MUST include in your application enough information to show how you meet this criteria. You should include examples from your paid or voluntary work.**

ATTRIBUTES	ESSENTIAL	HOW IDENTIFIED	DESIRABLE	HOW IDENTIFIED
QUALIFICATIONS AND EXPERIENCE	• To possess GCSE English and Mathematics at Grade A*- C, or GCSE Level 9-4, **or** a Level 2 qualification in Literacy and Numeracy **or** CSE Grade 1 in English and Mathematics • To possess a relevant NQF/QCF Level 3 qualification • Trained in relevant learning strategies and/or a particular learning or curriculum area	Application Form/Checking of Certificates	• Foundation Degree • First Aid Certificate. • Training in special educational needs strategies.	
SKILLS AND KNOWLEDGE	• Experience in delivering lessons in your area of expertise to individuals, groups and whole classes under supervision. • Experience of planning, delivering and evaluating teaching and learning activities effectively.	Application Form/Interview	• Experience of delivering literacy interventions	Application Form/Interview

SKILLS AND KNOWLEDGE	• Experience of differentiating activities, and preparing and developing resources to meet learning needs and contributing to Individual Education Plans. • Experience of working effectively within a team environment and building effective working relationships with pupils and colleagues. • Experience of working within a schools ethos and supporting the aims of the school. • Experience of providing clerical/administrative support. • Experience of effectively using ICT technology to advance learning, e.g: computer, photocopier, interactive whiteboard. • Experience directing the work of other adults in support of learning. • Understanding and working knowledge of principles of child development learning styles and independent learning. • 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. • Full working knowledge of relevant policies/codes of practice/legislation. • 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. • Knowledge of the school and its setting/community. • Understanding of equal opportunities and inclusion and how these apply within a school setting. • Interpersonal skills and the ability to build and maintain relationships with pupils, based on mutual respect .	Application Form/Interview		

SKILLS AND KNOWLEDGE	• Ability to communicate effectively and sensitively with children, their parents/carers and colleagues. • Ability and commitment to work collaboratively and co-operatively with colleagues. • The ability to organise and manage learning activities in ways which keep children safe. • The ability to promote a positive ethos, actively encourage and motivate children to advance their learning. • Creative skills and resourcefulness to develop and adapt learning activities to meet different objectives. • Able to demonstrate a commitment to improving own knowledge and practice. • Effective organisational skills to manage conflicting deadlines and work under pressure. • Motivated and keen to develop own knowledge and practice by seeking opportunities for continuing personal development. • Committed to working within the schools policies and procedures and adhering to safe working practices. • Flexible in approach and able to meet the changing demands of the role. • Ability to attend meetings out of school hours. • Ability to provide personal care to pupils – for example assisting with dressing, toileting. • The ability to converse at ease with customers and service users and provide advice in accurate spoken English.	Application Form/Interview		