ROCHDALE BOROUGH COUNCIL

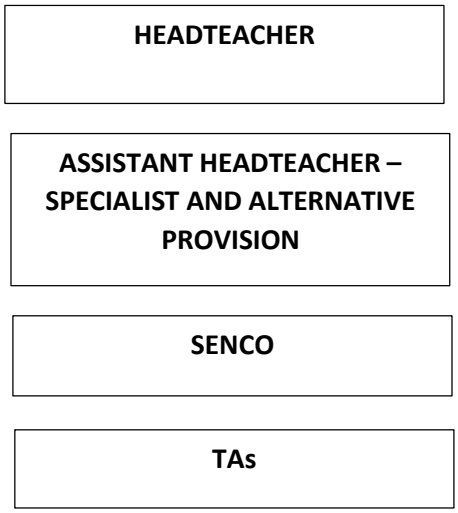
SCHOOL: FALINGE PARK HIGH SCHOOL

JOB DESCRIPTION

Job Title:	Teaching Assistant (Level 3)
Grade:	Grade 5 (SCP) 12-17
Responsible to:	**Please see organisational chart below**
Responsible for:	**Please insert as appropriate**
Hours of Duty:	**30 hours per week – term time only 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:



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. 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 * ***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 support teaching and learning support to the teacher, 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 by:**
    - 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 by:**

    - Supporting the inclusion of children and young people in 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 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

16. **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

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

18. **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

19. **Support bilingual/multilingual pupils by:**
    - supporting development of the target language
    - supporting bilingual/multilingual pupils in accessing the curriculum

20. **Provide bilingual/multilingual support for teaching and learning by:**
    - contributing to the assessment of bilingual/multilingual pupils
    - providing bilingual/multilingual support for teachers and pupils
    - supporting communication with families of bilingual/multilingual pupils

21. **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

22. **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

23. **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

24. **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

25. **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

26. **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

27. **Assist in the administration of medication**

28. **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

29. **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

30. **Work with young people to safeguard their welfare by:**
    - promoting a safe working environment for youth work
    - working with young people to assess and manage risk
    - assisting individuals to take action when they are distressed

31. **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

32. **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

33. **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

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 be addressed through mentoring
    - mentoring children and young people to achieve identified outcomes
    - reviewing the effectiveness of mentoring with children and young people

35. **Contribute to improving attendance by:**
    - contributing to monitoring attendance
    - contributing to processes and procedures for improving attendance

36. **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

37. **Lead an extra-curricular 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

38. **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

39. **Contribute to maintaining pupil records by:**
    - collecting and inputting pupil data
    - contributing to maintaining the record-keeping system

40. **Monitor and maintain curriculum resources by:**
    - monitoring and maintaining supplies of curriculum resources
    - organising and maintaining curriculum resources

41. **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

42. **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. 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.

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 3) **Grade 5 (SCP) 12-17**

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/RQF Level 3 qualification OR a Level 3 Teaching Assistant Apprenticeship qualification • To possess or be willing to work towards a full or emergency Paediatric First Aid certificate within 3 months of starting work. • Trained in relevant learning strategies and/or a particular learning or curriculum area	Application Form/Checking of Certificates	• First Aid Certificate.	
SKILLS AND KNOWLEDGE	• Experience of working with children at a relevant age and/or learning need within an education setting. • Experience of planning, delivering and evaluating teaching and learning activities effectively.	Application Form/Interview	• Language skills in a relevant language. **<Please delete if not required>**	Application Form/Interview

SKILLS AND KNOWLEDGE	• Experience of differentiating activities and selecting and developing resources to meet individual's learning needs or group learning programmes. • Experience of working effectively within a team environment and building effective working relationships with pupils and colleagues. • Experience of working within a school's ethos and supporting the aims of the school. • Experience of providing clerical/administrative support. • Experience of effectively using ICT technology to advance learning, eg: computer, photocopier, interactive whiteboard. • 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. • Interpersonal skills and the ability to communicate effectively and sensitively with children, young people and colleagues. • Ability and commitment to work collaboratively and co-operatively with colleagues.	Application Form/Interview		

SKILLS AND KNOWLEDGE	• 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.	Application Form/Interview		
SPECIAL WORKING CONDITIONS	• Motivated and keen to develop own knowledge and practice by participating in professional reviews and continuing personal development activities. • 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		