

# Rockmount Primary School

## **Teaching Assistants – Supporting & Delivering Learning (Level 3)**

### **Role Profile and Person Specification**

# ROCKMOUNT PRIMARY SCHOOL

## Job Description

<b>Job Title:</b>	<b>Teaching Assistants – Supporting &amp; Delivering Learning (Level 3)</b>
<b>School /Academy:</b>	<b>Rockmount Primary School</b>
<b>Grade Range:</b>	<b>Grade 5 - Scp 13 – 15</b>
<b>Hours per week:</b>	<b>Full time and part time positions considered</b>
<b>Work Pattern:</b>	<b>Term Time Only</b>
<b>Location:</b>	<b>Chevening Road Upper Norwood SE19 3ST</b>
<b>Reports to:</b>	<b>Class teacher and SLT</b>
<b>Role Purpose and Role Dimensions:</b>	<p>To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. Staff may also supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task. Cover Supervisors will need to respond to questions and generally assist pupils to undertake set activities.</p>
<b>Commitment to Diversity:</b>	<p>As a member of the School Team to take individual and collective professional responsibility for championing the School/Academy's diversity agenda and proactively implementing initiatives which secure equality of access and outcomes. Also to commit to continually developing personal understanding of diversity.</p>
<b>Key Internal Contacts:</b>	<ul style="list-style-type: none"><li>▪ More experienced teaching assistants</li><li>▪ Class teacher</li><li>▪ SENCOs</li><li>▪ Assistant Headteacher</li><li>▪ Deputy Headteachers</li><li>▪ Headteacher</li></ul>
<b>Key Areas for Decision Making:</b>	<ul style="list-style-type: none"><li>▪ When to share / report concerns regarding pupil's physical or emotional needs</li><li>▪ Monitoring pupil progress and raise concerns regarding achievement against agreed targets</li></ul>
<b>Other Considerations:</b>	TBC at the discretion of the headteacher

## Key Accountabilities and Result Areas:

### Support for Pupils

## Key Elements:

### This will involve:

#### Core Duties

- Using specialist (curricular/learning) skills/training/experience to support pupils.
- Supporting pupils consistently whilst recognising and responding to their individual needs.

#### Additional Duties

- Assisting with the development and implementation of IEPs.
- Establishing productive working relationships with pupils, acting as a role model and setting high expectations.
- Promoting the inclusion and acceptance of all pupils within the classroom
- Encouraging pupils to interact and work co-operatively with others and engaging all pupils in activities.
- Promoting independence and employ strategies to recognise and reward achievement of self-reliance.
- Providing feedback to pupils in relation to progress and achievement.

### Support for the Teacher

### This will involve:

#### Core Duties

- Working with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate.
- Monitoring and evaluating pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.

#### Additional Duties

- Working with the teacher to establish an appropriate learning environment.
- Being responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- Undertaking marking of pupils' work and accurately recording achievement/progress.
- Promoting positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour.
- Liaising sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed.
- Administering and assessing routine tests and invigilate exams/tests.
- Providing general clerical/admin. support e.g. administer coursework, producing worksheets for agreed activities etc.

## Key Accountabilities and Result Areas:

### Support for the Curriculum

## Key Elements:

### This will involve:

#### Core Duties

- Implementing agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.

#### Additional Duties

- Implementing local and national learning strategies e.g. literacy, numeracy, KS3, early years and making effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Supporting the use of ICT in learning activities and developing pupils' competence and independence in its use.
- Helping pupils to access learning activities through specialist support.
- Determining the need for, preparing and maintaining general and specialist equipment and resources.

### Support for the School

### This will involve:

#### Core Duties

- Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Attending and participating in regular meetings.
- Recognising own strengths and areas of expertise and use these to advise and support others.

#### Additional Duties

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop.
- Contributing to the overall ethos/work/aims of the school.
- Appreciating and supporting the role of other professionals.
- Attending and participating in relevant meetings as required.
- Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
- Accompanying teaching staff and pupils on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher.

### Green Statement

### This will involve:

- Seeking opportunities for contributing to sustainable development of the borough, in accordance with the School/Academy's Green Commitment. In particular, demonstrating good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) in management of the service provision.

## Key Accountabilities and Result Areas:

### Data Protection

## Key Elements:

### This will involve:

- Being aware of the School/Academy's legal obligations under the Data Protection Act 2018 (the "2018 Act") and the EU General Data Protection Regulation ("GDPR") for the security, accuracy and relevance of personal data held, ensuring that all administrative and financial processes also comply.
- Maintaining customer records and archive systems in accordance with departmental procedures and policies as well as statutory requirements.
- Treating all information acquired through employment, both formally and informally, in accordance with the **Workforce Data Protection Policy**.

### Confidentiality

### This will involve:

- Treating all information acquired through employment, both formally and informally, in confidence.

There are strict rules and protocols defining employee access to and use of the School/Academy's databases. Any breach of these rules and protocols will be subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

### Equalities and Diversity

The School/Academy has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination. This includes respecting and valuing the different experiences, ideas and backgrounds others can bring to work and to teams

### Safeguarding

### This will involve:

- Displays commitment to the protection and safeguarding of children and young people.
- Values and respects the views and needs of children and young people.
- Demonstrates a commitment to fundamental British values and an awareness of how these can be promoted in direct work with children.

### Customer Care

### This will involve:

- Ability to demonstrate a commitment to the School/Academy's Customer Care Policy.

### Health and Safety

Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.

## **Key Accountabilities and Result Areas:**

**To contribute as an effective and collaborative member of the School Team**

## **Key Elements:**

**This will involve:**

- Participating in training to be able to demonstrate competence.
- Participating in first aid training as required.
- Participating in the ongoing development, implementation and monitoring of the service plans.
- Championing the professional integrity of the School/Academy
- Supporting Customer Focus, Best Value and electronic management of processes.
- Actively sharing feedback on School policies and interventions

## Person Specification

**Job Title:** Teaching Assistants – General Supporting & Delivering Learning (Level 3)

**Essential knowledge:**

- NVQ 3 for Teaching Assistants or equivalent qualification or experience.
- Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc.
- Appropriate first aid training.
- Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.
- Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies.
- Understanding of principles of child development and learning processes.

**Essential skills and abilities:**

- Very good numeracy/literacy skills.
- Can use ICT effectively to support learning.
- Excellent communication skills together with the ability to communicate fluently in English to fulfil the requirements of the post.
- Use of other equipment technology – computer, video, and photocopier.
- Ability to self-evaluate learning needs and actively seek learning opportunities
- Ability to relate well to children and adults.
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.
- Displays commitment to the protection and safeguarding of children and young people.
- Demonstrates a commitment to fundamental British values and an awareness of how these can be promoted in direct work with children
- Participate in development and training opportunities.

**Essential experience:**

- Experience working with children of relevant age.

**Special conditions:**

- Enhanced DBS check

Further advice on specific points in this role profile can be obtained from the school business manager.