

Post Title	Teaching Assistant		
Grade / Spinal point	Grade C	Salary	£15,727- £17,161 pro rata term time
Accountable To	Class / Subject teacher, or SENCo depending on specifics		
Accountable For	Students, curriculum, planning, delivery and assessment, whole school creativity		
Commencement Date	September 1 st 2015		
Permanent / Temporary / FTE	Permanent up to 1.0 FTE although part time staffing is considered 39 weeks a year		

School Purpose	Job Purpose
Our purpose is personal, professional and cultural transformation through creativity, the arts and high quality education	Support the class teacher in the process of creative transformation as a part of the wider school team through the development of effective learning for living well in order to secure agreed outcomes for students. Bring additional specialist skills to the school team

Key Accountabilities (Overview)		
A.	School Thematic Accountabilities	Pedagogy, Research, Innovation, Creativity, Community, The Arts
B.	Specialist Role Functions	Teaching Assistant
C.	Corporate Accountabilities	Transformation (City & Education), Image & Promotion, Partnerships, Safeguarding
D.	Line/Project Management Accountabilities	No. People - Team/Key Stage/Functions/Budget

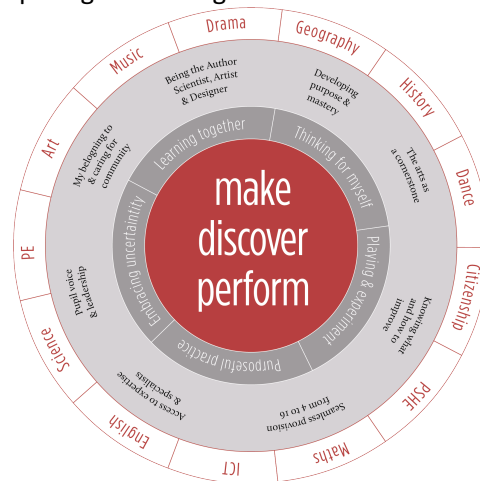
Job Description		
A.	School Thematic Accountabilities	
A.1	Pedagogy	Proactive engagement to on-going shaping of the pedagogy of the school as an all through school to secure the school and job purpose. Undertake CPD. Work as a coach and be coachable.
A.2	Research	At least termly engagement in research activities to inform the development of personal and school practice and culture.
A.3	Innovation	Innovate to support the highest standards of learning.
A.4	Creativity	Exploit varied evidence based approaches to securing agreed creative outcomes tailored to each individual.
A.5	Community	Develop the learning ecosystem through purposeful context and a sense of team to secure transformation using the community as a resource.

A.6	The Arts	Delivery through making – making ideas, making technology, making art – for discovering how knowledge, values, language, identity or experience are made. Performance in both senses: performance as doing; performance as achievement.
------------	-----------------	--

Job Description

B. Specialist Role Functions

B.1	Policy & Planning	Within the context of the school’s curriculum framework, connecting learning to living well:
B.2	Practice and Personalisation	<ul style="list-style-type: none"> Aligning practice with our aspirations programme, importance of relationship and meeting physical and emotional need; behaviour for learning; learning to learn; and personalisation.
B.3	Monitoring & Evaluation	<ul style="list-style-type: none"> Tutoring, mentoring and coaching students.
B.4	Whole School Coherence	<ul style="list-style-type: none"> To prepare for and supervise the activities of the individual or groups of children to ensure their general safety and welfare and to facilitate their development in line with the designated duties of the post under the direction of the class teacher.
B.5	Assessment, Tracking and Impact on Learners including vulnerable groups.	<ul style="list-style-type: none"> To utilise their specialist skills with individuals and small groups as part of a planned approach with class teachers. Be aware of individual pupil’s problems and progress and report these to the classroom teacher or designated supervisor as and when requested or necessary. To assist in the planning, delivery and evaluation of educational experience to include participating in learning activities.



- To make educational aids and support displaying of learning and visual aids
- To develop your own effectiveness in a support role and attend training sessions and courses as required. (NB Time deducted from contracted hours or paid as additional hours where necessary).
- To develop skills necessary to work effectively with a special needs child, e.g. sign language, counseling and put into practice specialist programmes devised by a speech therapist or the Learning Support Team.
- To carry out admin relating to those students that you are working with e.g.

		<p>record keeping both pupil related and classroom equipment related.</p> <ul style="list-style-type: none"> • To assist in the supervision of children during break and lunch times (within contracted hours) encouraging safe positive play and social behaviour. • To attend to a child's additional welfare needs. • To assist in escorting pupil(s) to and from school transport as necessary (within contracted hours). • Under controlled circumstances, with supervision and appropriate training, to assist in the administration of drugs to children (on a voluntary basis). • In an emergency to accompany a child or children to hospital or designated surgery when requested by the Headteacher or designated representative*. • Ensure that quality of practice meet our own high expectations which will result in Ofsted judgements of good or outstanding. • Undertake any other reasonable responsibilities as requested by the leadership of the school.
--	--	--

Job Description		
C.	Corporate Accountabilities	
C.1	Transformation	Maximise transformation through working with the college, local, regional, national and international partners as highlighted in the school thematics.
C.2	Brand	Maintain the interests and professional reputation of the school, its sponsor and partners ensuring that they are positively reflected in the wider community.
C.3	Partnerships	Maintain a range of mutual, purposeful partnerships that will support our core purpose
C.4	Safeguarding	Promoting and ensuring safe working practices in line with school policies for Safeguarding, Health and Safety, and relevant aspects of the curriculum including visits.

Job Description		
D.	Line/Project Management Accountabilities	
D.1	No. People - Team/KS	None unless specified by mutual prior arrangement
D.2	Functions	Specified projects that are time limited as agreed with school leadership and staff member
D.3	Budget	Possible budget linked to specialism

Person Specification

Competency	Descriptor	How Identified AF : Application Form QC : Qualifications Check SP : Selection Process Presentation SI : Selection Process Interview SA : Selection Process Activity RF : Reference
Qualifications		
Q1.	To have achieved NVQ Level 2 Teaching Assistant qualification and a willingness to work towards a Level 3 qualification within 2 years. Other qualifications may give exemption.	AF, QC
Q2.	Current CRB and enhanced police check	QC
Q3.	Additional relevant professional qualification	AF, QC
Knowledge and Experience		
KE1. Creativity	Have developed excellent creative practice working directly with young people and adults.	AF, SI, SP, SA, RF
KE2. Pedagogy	A keen interest in, and specific skills around, the arts and culture. Strong understanding of pedagogical approaches and of individual needs of learners. Be a leader of learning to the students they facilitate. Working with others to improve their knowledge, skills, understanding and practice.	AF, SI, SP, SA, RF
KE3. Standards	History of improving the progress of learners resulting in increased standards. Work as a role model and co-creator to improve the effectiveness of others they work with.	AF, SI, SP, SA, RF
KE4. Community	Engages positively with all types of people helping them feel welcome and empowered. Work in partnership with parents, with teacher guidance, to plan the best outcomes for their child, recognising their expertise.	AF, SI, SP, SA, RF
KE5. Innovation	Been involved in, or interested in, innovation that has resulted in new effective approaches.	AF, SI, SP, SA, RF
KE6. Research	Interest in and experience of research.	AF, SI, SP, SA, RF
Personal Qualities		
P1. School Thematics	Willingness to engage in activities relating to Pedagogy, Research, Innovation, Creativity, Community	SP, SI, SA, RF, AF
P2. Draft School Competencies Profile	Uses Self Awareness To Take Responsibility In The Following Areas: 1. Being A Role Model, Acting As A Change Agent, Providing The Lead 2. Inspiring, Enabling And Empowering Others To Give Of Their Best 3. Solving Problems, Finding Solutions And Taking Decisions	SP, SI, SA, RF, AF

	<ol style="list-style-type: none">4. Willingness To Move Out Of Familiar Practice In The Search For Excellence5. Focussing On Relationships and Enterprise, Resources and Results6. Communicating, Influencing and Shaping The Future	
P3. Working as a team	Is a team player that focuses on the needs of young people and handles disagreement professionally.	