|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **JOB DESCRIPTION 2018-19** | **Job No.** |  | **ALP** |  | **TL11** |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Job Title:** |  | **Teaching Assistant BPS** |  | **Band / salary:** |  | 2 |  | £ | - | £ |
|  |  |  |  |  |  |  |
| **Responsible to:** |  | Head of School / SENCO |  | **Responsible for:** |  | N/A |
|  |  |  |
| **Job purpose:** |  | To work under the direct supervision of teaching / senior staff to support access to learning for students and provide general support to the teacher in the management of students in the classroom.  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Resources:** |  | **Staff:** |  | None |
|  |  | **Finance:** |  | None |
|  |  | **Physical:** |  | Some shared responsibility for school and classroom resources |
|  |  | **Clients:** |  | Pupils, parents / carers |

|  |
| --- |
| **Duties & responsibilities:** |

|  |  |  |
| --- | --- | --- |
| **1.** |  | Attend to the personal needs of pupils including the implementation of personal learning plans and responding to the needs of each individual. |
| **2.** |  | Supervise and support students in their access of learning, supporting the teacher in the management of pupil behaviour. |
| **3.** |  | Establish good relationships with students, acting as a role model. |
| **4.** |  | Actively promote inclusive practice within the classroom setting to ensure acceptance of all students, encouraging students to interact with one another. |
| **5.** |  | Encourage students to engage in, and participate in learning activities lead by the class teacher and to act independently as appropriate. |
| **6.** |  | Prepare the classroom prior to a lesson and clear up after, assist with the display of students’ work, prepare and maintain equipment and resources as directed. |
| **7.** |  | Report to the classroom teacher on pupil problems, progress and achievements as directed. |
| **8.** |  | Undertake the maintenance of students records as directed by the class teacher. |
| **9.** |  | Gather information from, and provide information to, parents and carers as directed by the class teacher. |
| **10.** |  | Provide the classroom teacher with clerical and admin support e.g. undertaking bulk photocopying, filing. |
| **11.** |  | Help pupils to understand instructions. |
| **12.** |  | Support pupil learning with respect to all of the local and national learning strategies and in their use of ICT as directed by the class teacher. |
|  |
| Play a full part in the life of the ALP, promoting ALP schools positively within the local community and beyond |
| Undertake other duties and responsibilities as required commensurate with the grade of the post |
| As a representative of the ALP, it is important that a positive, helpful and courteous approach is adopted with everyone with whom the postholder comes into contact. For the purposes of this aspect of the job, customers can be categorised as internal (e.g. governors, staff and pupils to whom the postholder is providing a service) and external (e.g. parents, visitors, suppliers, contractors, local residents etc). |
| The ALP is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The postholder is therefore under a duty to use the ALP’s procedures to report any concerns they may have regarding the safety or well-being of any child or young person. |
| This job description may, after satisfactory negotiation has taken place, be modified to reflect or anticipate changes which occur over time at a local or national level  |

|  |
| --- |
| **Work arrangements** |

|  |  |  |
| --- | --- | --- |
| **Physical requirements:** |  | Ability to operate basic ICT and office equipment.  |
|  |  |  |
| **Transport requirements:** |  | None |
|  |  |  |
| **Working patterns:** |  | Week days, term time plus up to 5 days, as agreed. |
|  |  |  |
| **Working conditions:** |  | Normally indoors. May be occasional exposure to people related behaviour.  |

|  |
| --- |
| The ALP will endeavour to make reasonable adjustments to this job description and to the working environment in order to enable access to employment opportunities for disabled job applicants and/or to enable continued employment for an employee who develops a disabling condition. |

|  |  |  |
| --- | --- | --- |
|  |  | **(Postholder)** |

|  |  |  |
| --- | --- | --- |
|  |  | **(Line Manager)** |

**PERSON SPECIFICATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Job Title:** |  | **Teaching Assistant BPS** |  |  |
|  |  |  | **Assessed by:** |
| **Essential:** |  |  |  | **Desirable:** |  |  |

|  |  |  |
| --- | --- | --- |
| **Knowledge & Qualifications** |  | **Knowledge & Qualifications** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Good numeracy / literacy skills |  | Relevant Qualifications |  |  |

|  |  |  |
| --- | --- | --- |
| **Experience** |  | **Experience** |
| Working with or caring for children of the relevant age |  | Working as a member of a team |  |  |
| Following instructions, procedures and polices |  | Working within an educational setting |  |  |

|  |  |  |
| --- | --- | --- |
| **Skills & Competencies** |  | **Skills & Competencies** |
| Basic ICT Skills |  |  |  |  |
| Ability to relate well to both children and adults |  |  |  |  |
| Ability to work constructively as part of a team |  |  |  |  |
| Understanding of classroom roles and responsibilities |  |  |  |  |
| Judgement to identify straightforward solutions to simple problems |  |  |  |  |
| No particular requirements for developed physical skills |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Physical, mental, emotional & environmental demands** |  | **Physical, mental, emotional & environmental demands** |
| Some on-going physical effort, sitting, standing and walking, bending. |  |  |  |  |
| Need to remain alert for periods of up to two hours at a time to monitor pupil activity, learning and health and safety risks |  |  |  |  |
| Emotional issues may be encountered occasionally  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Other** |  | **Other** |
| Willingness to participate in training and personal development |  | Evidence of learning beyond the workplace |  |  |

|  |
| --- |
| Key to assessment methods; **(A)** application form, **(I)** interview, **(R)** references, **(T)** ability tests **(Q)** personality questionnaire **(G)** assessed group work, **(P)** presentation, **(O)** others  |