

JOB DESCRIPTION – TEACHING & LEARNING ASSISTANT

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| **SCHOOL:** | Newcastle Bridges School |
| **POST TITLE:** |  Teaching & Learning Assistant |
| **GRADE:** | N5 |
| **RESPONSIBLE TO:** | Head Teacher  |
| **RESPONSIBLE FOR:** | N/A |
| **JOB PURPOSE:** | To provide classroom support to pupils through individual and small group work in close collaboration with other school staff and supporting professionals. |
| **MAIN DUTIES**: | The following list is typical of the level of duties which the post holder will be expected to perform. It is not necessarily exhaustive and other duties of a similar type and level may be required from time to time. |

1. **General**
2. Supporting the teacher in the general management of the classroom.
3. Undertaking activities, as directed by the teacher, with individuals or small groups of pupils.
4. Provide clerical and administrative support, e.g. administer coursework and prepare work sheets.
5. Supervising groups of pupils and participating in general activities including giving appropriate support and intervention.

5 Taking a responsibility to support a curriculum subject or other requirement for the care and support of pupils.

1. **Classroom Organisation**

1 To be responsible for the organisation of the classroom and management of resources.

2 Preparing pupils’ work for display in the classroom and around the school.

3 To demonstrate creativity in assisting with the practical resourcing of the classroom.

**(c) Pupil Support**

1. Working with pupils directly on curriculum related tasks under the direction of the teacher.
2. Contributing to the delivery of all aspects of the curriculum and support for pupils, including assessment, recording and reporting procedures and the maintenance of Individual Education Plans (IEPs), including the preparation of reports and reviews under the guidance of a designated teacher.
3. Giving relevant feedback to the teacher regarding the social, emotional and physical needs of pupils thus offering the teacher support in their assessment.
4. Taking an active role in liaising with external agencies and preparing reports for and contributing to reviews, as directed by the teacher.
5. Following the school policy documents and schemes of work to keep updated with school and National Curriculum documentation.

**(d) Specialist Skills**

1 Providing classroom support to pupils with special educational needs or pupils whose first language is not English.

2 Working with external agencies to support and deliver agreed programmes.

3 Accompanying pupils on excursions and other extra-curricular activities

1. **Welfare and other duties**

1 Under teacher overall control, accepting shared responsibility for the creation of a safe environment for pupils within and outside the classroom.

2 Assisting in the supervision of pupils.

3 Providing general care and welfare by responding appropriately to the social, emotional and mental health needs of pupils.

4 Administer medication to pupils in accordance with the school’s policy and procedures (only where the post holder, in accordance with the LEA guidance, has agreed to be the named volunteer for this task and been trained).

5 Actively promoting anti-discrimination policies and implementing the School’s/Council's equal opportunities policies in all aspects of employment and service delivery.

**(f) Special responsibilities**

1 Support with organisation, developing and resourcing of a curriculum area.

2 The post holder will have responsibility for promoting and safeguarding the welfare of children and young persons he/she is responsible for, or comes into contact with.

**Learning Support Assistant – Level 4 (N5)**

**Person Specification**

The successful candidate will be, innovative and influential, reliable and committed, and who recognises the value of teamwork. More specifically candidates should be able to demonstrate the following minimum requirements:

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| **Area** | **Essential/Desirable** | **Assessment** |
| **Qualifications & Training** |  |  |
| 4 GCSEs Grade A-C (or equivalent) including Maths and English (or working towards) | E | Application formQualification check  |
| NVQ Level 3 in Teaching Assistant or equivalent | E | Application formQualification check |
| Training in relevant learning strategies and specialist knowledge in a particular curriculum areas. | D | Application form |
| Good ICT skills and the proven ability to use them effectively to support learning. | E | Application formTask  |
| Willingness to undertake minibus training  | D | Interview  |
| Willingness to undertake first aid and medication training  | D | Interview  |
| **Knowledge and Experience** |  |  |
| Experience of advancing progress of pupils of relevant age within a learning environment or relevant experience of working with vulnerable adults or children | E | Application formInterviewReferences  |
| Experience of managing pupil behaviour and supervising pupils under an agreed system of supervision and processes for integrated working. | D | Application formInterviewReferences |
| Experience of administering, assessing and marking tests | D | Application formInterviewReferences |
| Working knowledge of national or foundation stage curriculum and other relevant learning programmes/strategies | D | Application formInterviewReferences |
| Working knowledge of school policies on Child Protection, Health and Safety, Behaviour, Teaching and Learning and other integrated working processes | D | InterviewReferences |
| Understanding of classroom roles and responsibilities. | D | Interview  |
| Experience of integrated working | D | Interview  |
| Supervision of classroom support staff. | D | Interview  |
| **Skills & Key Criteria** |  |  |
| Able to work with minimal supervision. | E | InterviewReferences |
| Able to relate well to children and adults and in particular able to establish positive relationships with pupils | E  | InterviewReferences |
| Able to respond positively and effectively to unexpected problems and situations. | E |  |
| Able to work constructively as part of a team and with a flexible approach to work | E | InterviewReferences |
| Excellent communication and inter-personal skills | E | InterviewReferences |
| Ability to maintain confidentiality | E | InterviewReferences |
| Understanding of principles of child development and learning processes. | D | Interview  |
| **Personal Attributes** |  |  |
| Experience of working in a team with a flexible approach | E | InterviewReferences |
| Highly motivated showing resilience and reliability | E | InterviewReferences |
| A positive attitude and commitment to equality | E | InterviewReferences |
| Ability to manage own time well to meet competing demands | E | InterviewTaskReferences |
| Ability to work outside normal trust hours if the need arises | D | Interview |
| Ability to travel to trust academy locations as required | E | Interview |
| **Equal Opportunities** |  |  |
| Should indicate an acceptance of, and a commitment to, the principles of the Academy’s Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the trust. | E | Interview |
| **Safeguarding** |  |  |
| Commitment to the protection and safeguarding of children and young people | E | Application Form Interview |
| Have an up to date knowledge of relevant legislation and guidance in relation to safer working practice for those staff working with children and young people in an education setting | D | Interview |

April 2023