

RUSHBROOK PRIMARY ACADEMY
Job Description

Teaching Assistant – Level 3, Grade 4
Montessori Teaching and Learning

The post holder will report to their Phase Leader. Apart from other colleagues in the school, the main contacts of the job are: Principal, Head of School, teaching staff, other support staff and pupils.

Main Purpose of the Job:

Under the guidance of teaching / senior staff, provide specialist support in a specific area of the curriculum and take a lead role in addressing the needs of pupils who require help to overcome barriers to learning and to assist in the management of pupils.

Deliver learning programmes and support individual pupils, small groups and whole classes during the short term absence of teachers.

Main Duties

Support for pupils

1. To work with groups of children under the supervision of the teacher including the delivery of programmes of work and implementation of ILP's.
2. Use specialist Montessori skills/training/experience to support pupils, including those with special needs ensuring their safety and access to learning activities.
3. Establish good relationships with pupils, taking on role model by presenting a positive personal image and responding appropriately to individual needs.
4. Promote the inclusion and acceptance of all pupils.
5. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
6. Promote independence and employ strategies to recognise and reward achievement of self reliance
7. Give regular feedback on children's progress following Montessori assessment and recording methods.
8. Provide feedback to pupils in relation to progress and achievement
9. Attend to children's personal needs, including pastoral, social, health, physical, hygiene, and minor first aid and welfare matters.
10. Promote the inclusion and acceptance of all pupils.
11. Encourage pupils to act independently as appropriate.
12. To occasionally supervise whole classes as required

Support for Teachers

13. Under the direction of the teacher prepare the classroom for lessons and clear afterwards, including display work as appropriate
14. Give regular feedback on children's progress to the class teacher and file records
15. Contribute to the planning cycle, managing and preparing resources, evaluating and adjusting lessons/work plans as directed by the teacher

16. Be responsible for keeping and updating records, information and data, producing analysis and reports as required
17. Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
18. Provide curricular clerical / admin support, e.g. photocopying, making lists and collection of monies
19. Undertake record keeping and observations in line with Montessori structures and approaches.
20. Follow the school policy on behaviour management, reporting difficulties as appropriate.
21. Liaise with parents/carers, schools and establish constructive relationships and communicate with other relevant bodies to support achievement and progress of pupils (this includes attendance at parents meetings).
22. Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against predetermined learning objectives.
23. Administer and assess routine tests and invigilate exams and undertake routine marking of pupil's work and accurately record achievement/progress
24. Make presentations to children using Montessori equipment and techniques throughout all lessons
25. Monitor and manage stock within an agreed budget, cataloguing resources and undertaking audits as required
26. Provide specialist advice and guidance through Montessori as required
27. Contribute to the development and implementation of appropriate behaviour management strategies

Support for the Curriculum

28. Implement agreed learning activities / teaching programmes, adjusting activities according to pupil responses / needs, including assessment
29. Provide Curriculum /resource support and undertake programmes including those linked to local and national learning strategies
30. Assist pupils to access learning activities through specialist support
31. Determine the need for, prepare and maintain general and specialist equipment and resources
32. Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
33. Assist in the whole planning cycle, including the contribution to the development of lesson / work plans and managing and preparing resources.

Support for the School

34. Ensure strategic processes are complied with in order to overcome barriers to learning, including, e.g. behaviour management strategies
35. Be aware of and comply with child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff.
36. Accompany teachers and pupils on educational visits
37. Assist in maintaining high standards of health and safety at all times.
38. Maintain good relationships with colleagues and work together as a team.
39. Assist in the supervision of classroom and outdoor activities.
40. Contribute to the overall ethos / work / aims of the school.
41. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate

42. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
 43. Attend relevant meetings
 44. Participate in training, including relevant learning strategies and other learning activities and performance management where required.
 45. Attend staff meetings and training days.
 46. Carry out any reasonable request made of them by the Principal and in his absence the Head of School.
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All elements of Specified Teaching Work undertaken by the post holder will be within the framework of the school's Scheme of Supervision in line with the 2003 Regulations and (amended Regulations 2007). In addition to HLTA's, the Regulations cover other groups of support staff who undertake 'specified work' at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. Head teachers will ensure that the support staff member has the skills, experience and expertise required to carry out 'specified work'. Where more demanding aspects of 'specified work' are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the head teacher should have regard to the standards for HLTA's in determining whether those staff have the necessary level of skills and expertise.

A Teaching Assistant Level 3 may be called upon to provide cover for whole classes, e.g. to cover short term teacher absence. During the cover periods, there will be a requirement for the teaching assistant to carry out specified work such as planning, preparation, assessment and reporting.

The Teaching Assistant must carry out his or her duties with full regard and commitment to the Governing Body and City Council Policies.

Where the post holder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.

Rushbrook Primary Academy

Person Specification

Teaching Assistant – Level 3, Grade 4 Montessori Teaching and Learning

For this job we are looking for:

A person who likes children.

A person with a good work ethic.

Experience of working with or caring for children of a relevant age.

Experience of working with pupils with additional needs

Numeracy / Literacy skills (at a level equivalent to NQF Level 2)

Willingness and ability to undertake HLTA level responsibilities (refer to HLTA standards)

Willingness to participate in training, performance management and self evaluate learning needs and actively seek learning opportunities

NVQ Level 3 for Teaching Assistants or equivalent qualification or experience

Completion of Teaching Assistant Induction programme.

Ability to relate well to children and adults.

Ability to work as part of a team.

An understanding of the role of the Teaching Assistant and other professionals working in the classroom.

Ability to use relevant technology e.g. photocopier.

Understanding of national / foundation stage curriculum and other basic learning programmes / strategies.

Basic understanding of child development and learning.

Effective use of ICT to support learning

Willingness to undertake first aid training as appropriate

Ability to self-evaluate learning needs and actively seek learning opportunities

Full working knowledge and understanding of Montessori / national/foundation stage curriculum and other basic learning programmes / strategic processes and barriers to learning including behaviour management strategies

Understanding the principles of child development and learning processes

Ability to organise, motivate and lead a team

Personal Style and Behaviour

Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work.

Self motivation and personal drive to complete tasks to the required timescales and quality standards.

The flexibility to adapt to changing workload demands and new school challenges.

Personal commitment to ensure that the provision of support is equally accessible and appropriate to meet the diverse needs of the pupils.

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Personal commitment to continuous self-development

A commitment to continuous service improvement

Be willing to consent to and apply for an enhanced DBS disclosure to.