

Role	Grade	Location	Reports to
Teaching Assistant Level 3 (Alternative Pathways)	Grade 4	Manchester Enterprise Academy	Teacher / Senior Teaching Assistant

Main purpose of the job:

Under the guidance of a teacher, provide support in addressing the needs of pupils who require particular help to overcome barriers to learning.

The post holder will have experience and/or understanding of working with students who struggle to access the mainstream curriculum and could be, without suitable intervention, at risk of being excluded or referred to the PRU.

Key relationships:

Apart from other colleagues in the school, the main contacts of the job are: Head Teacher, teaching staff, other support staff and pupils.

Please note that whilst this job description gives an indication of the key responsibilities, it is not intended to provide an exhaustive list.

Main accountabilities:

- Provide pastoral support to pupils.
- Receive and supervise pupils, excluded from, or otherwise not working to a normal timetable.
- Attend to pupils' personal needs, including minor first aid and provide advice on pastoral, social, health, hygiene development and welfare matters.
- Participate in the comprehensive assessment of pupils to determine those in need of particular help.
- Assist the teacher with the development and implementation of individual Education/Behaviour/Support/Mentoring plans.
- Provision of support for pupils with special needs.
- Establish productive working relationships with pupils, taking on role model by presenting a positive personal image and responding appropriately to individual needs.
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils.
- Promote the speedy/effective transfer of pupils to make choices about their own learning/behaviour/attendance.
- Challenge and motivate pupils, promote and re-enforce self-esteem.
- Provide feedback to pupils in relation to progress, achievement, behaviour and attendance.
- Promote the inclusion and acceptance of all pupils.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Under the direction of the teacher prepare the classroom for lessons, including display work and clear afterwards as appropriate.
- Liaise with schools and other relevant bodies to gather pupil information.
- Support pupils' access to learning using appropriate strategies and resources.
- Work with the teacher in planning, evaluating and adjusting learning activities as appropriate.
- Monitor and evaluate pupil responses to learning activities through observation and planned recording of achievement against predetermined learning objectives.

Prospere Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

- Be responsible for keeping and updating records, information and data, producing analysis and reports as required.
- 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.
- Provide specialist advice and guidance (e.g. pastoral/mentoring) as required.
- Assist in the development and implementation of appropriate behaviour management strategies.
- Liaise with parents/carers, schools and establish relationships, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- Assist in the development, implementation and monitoring of systems, relating to attendance and integration.
- Provide clerical and administrative support e.g dealing with correspondence, compilation /analysis/reporting on attendance, exclusions.
- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs, including assessment.
- Be aware of and appreciate a range of activities, courses, organizations, agencies and individuals to provide support for pupils to broaden and enrich their learning.
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.
- Ensure strategic processes are complied with in order to overcome barriers to learning, including e.g behaviour management strategies.
- 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.
- Supervise pupils on educational visits and out of school activities.
- Assist in maintaining high standards of health and safety at all times.
- Maintain good relationships with colleagues and work together as a team.
- Assist in the supervision of classroom and outdoor activities.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support pupil achievement and progress.
- Attend and participate in regular meetings.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use of these to advise and support others.
- To converse at ease and provide advice in accurate spoken English is essential for the post.

All elements of Specified Teaching Work undertaken by the postholder 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. Headteachers 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 headteacher should have regard to the standards for HLTAs 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.

All employees in the Trust are expected to:

- Support the vision, values and objectives of the Trust and demonstrate a collaborative, team working approach to school and Trust improvement <https://prosper.org.uk/about-us/vision-values>
- Take appropriate responsibility and action for safeguarding, be aware of confidential issues and maintain as appropriate
- Be aware of and comply with policies and procedures relating to child protection reporting all concerns to an appropriate person
- Promote and act in accordance with the Code of Conduct and all school / Trust policies including the Health and Safety Policy, Equality Policy and Data Protection Policy
- Effectively represent the Trust when liaising with contractors and outside agencies/organisations
- Demonstrate tact and diplomacy in all interpersonal relationships with the public, pupils, parents and colleagues
- Take responsibility for personal professional growth and development, keeping up to date with national research, engaging proactively with nationally recognised career frameworks and professional organisations.
- Attend Trust and school events as required and make a positive contribution during such events
- Attend regular meetings before and after Trust hours, including morning briefings
- Carry out duties other than those listed in the job description under the direction of the headteacher where the post holder has appropriate qualifications and has received appropriate training

The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Person Specification	Essential / Desirable	Assessment stage
Qualifications		
NVQ Level 3 for Teaching Assistants or equivalent qualification or experience	Essential	Application Form
Numeracy/literacy skills with a good level of knowledge and understanding (at a level equivalent to NQF Level 2)	Essential	Application Form
First aid certification	Desirable	Application Form, Interview
Knowledge and Experience		
Experience of working with or caring for children of a relevant age	Essential	Application, Interview
Experience of working with pupils with additional needs	Desirable	Application, Interview
An understanding of the role of the Teaching Assistant and other professionals working in the classroom	Essential	Application, Interview
Willingness and ability to undertake HLTA Level responsibilities (refer to HLTA standards)	Essential	Interview
Ability to relate well to children and adults	Essential	Application, Interview
Ability to work as part of a team	Essential	Application, Interview
Understanding the principles of child development and learning processes	Desirable	Interview
Full working knowledge and understanding of national/foundation stage curriculum and other basic learning programs/strategic processes and barriers to learning, including behaviour management strategies		
Ability to plan effective actions for pupils at risk of underachieving	Desirable	Interview
Full understanding of the range of support services/providers	Desirable	Application, Interview
Ability to use relevant technology	Desirable	Interview
Demonstrate a command of spoken English which is sufficient to enable the effective performance of the role, including the ability to speak with confidence and accuracy and the ability to listen and respond appropriately dependent on the audience	Essential	Application, Interview
Behaviours and Values		
Demonstrates a collaborative, team working approach focused on improvement and supporting the vision, values and objectives of the organisation	Essential	Interview
Demonstrate a commitment to appropriate professional standards, including core policies relating to equality and diversity and child protection	Essential	Interview
Demonstrate a commitment to maintaining and developing professional knowledge and skills	Essential	Application, Interview
Tact and diplomacy in interpersonal relationships with all stakeholders	Essential	Interview
To be flexible and able to adapt and prioritise appropriately	Essential	Interview
Effective staff motivation and development, including establishment of a positive performance management culture	Essential	Application, Interview

Review and Amendment:

This job description is normally reviewed annually as part of the appraisal cycle. If significant changes are required, it may be amended following an individual consultation process.

All staff are expected to carry out their duties with due regard to current and future Trust and school policies, procedures, and relevant legislation. These will be drawn to your attention during the recruitment process, induction, staff handbook, ongoing performance development and through Trust communication.