



Job Description

Job Title: Specialist Teaching and Learning Assistant

Location: Esteem North Academy – Barrow Hill

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Job Title	Specialist Teaching and Learning Assistant
Location:	Esteem North Academy – Barrow Hill
Hours per week:	37
Weeks worked per year:	39 weeks
Reporting to:	Site Leadership Team
Salary Scale:	Grade 8 (12-15)

Main purpose of Role

To provide academic support and intervention to pupils who are disaffected and/or have behavioural, emotional, social and learning difficulties, and enable them to develop positive relationships with others. To support the delivery of the curriculum to ensure that pupils realise their full potential both socially and academically. To work under the guidance of teaching/senior staff to support pupils with their academic work either on a 1:1 or class basis. This may be in or out of the classroom, off site in pupil's homes and will also include assisting with the general pastoral care of primary aged pupils. This role will involve assisting the teacher in the whole planning and recording cycle, management/preparation/adaptation of resources. The STLA may take responsibility for planning for a few regular groups/sessions, agreed between the STLA and teacher. STLAs may also supervise and deliver work to whole classes during the short-term absence of teachers. STLAs will manage behaviour and contribute to ensuring that the site runs swiftly for all pupils, this may include periods of allocated duty, transporting pupils or conducting safe and well visits. The primary focus will be to ensure continued high quality learning and pupil achievement. The role may be varied throughout the year and timetables may be amended to meet pupil need.

Principal Accountabilities:

Main Duties	<p>The post-holder will demonstrate essential professional characteristics, and in particular will:</p> <ul style="list-style-type: none"> • Liaise closely with the class teacher to help plan and deliver identified teaching sessions which will cover short term absence from class • Support pupils in class groups implementing work set by the teacher • Help support the teacher with the management of pupil behaviour • Contribute to the updating of pupil records, assessments, exams and ILPs • Assist in setting out of learning materials appropriate to the planned activity.
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- Observe and report on pupil's performance when required
- Contribute to the planning of learning activities with the teacher.
- Promote social and emotional development of the pupils alongside other team members
- Support pupils both on and off site in pupil's homes
- Transport pupils to and from site if needed occasionally
- Carry out safe and well visits to support pupil attendance if needed
- Have a timetable set by the site lead which may be flexible
- Support the site duty team if needed
- Support the maintenance of pupils' Health and Safety
- Support the use of ICT in the classroom
- Help pupils develop Literacy and Numeracy skills in a one-to-one or group setting
- Promote independent learning
- Liaise with other team members and parents/carers in a professional manner
- Be an allocated form tutor
- Serve breakfast for pupils and snacks at breaktime and as required
- Provide supervision for pupils at break and lunchtime
- Be aware of all academy policies and how to implement them
- Review and develop your own professional practice and engage with all training deemed necessary for the post
- Diffuse and divert obstructive behaviour and assist all staff in maintaining agreed acceptable standards of pupil behaviour
- Be sensitive to the issues surrounding pupils who may exhibit challenging behaviour, are disaffected, have learning difficulties and complex needs
- Ensure safekeeping of all teaching resources and equipment
- Contribute to the production of site displays of pupil work
- Ensure that teachers have resources required for their lessons to function efficiently and swiftly
- Promote and reinforce pupils' self-esteem, independence and participation within the school and wider community
- Work as a flexible, collaborative team member with and under the guidance of a variety of teaching staff
- Engage and motivate pupils
- Improve the quality of pupils' learning
- Inspire trust and confidence in pupils and colleagues

	<ul style="list-style-type: none"> • Build team commitment with colleagues and in the classroom • Establish good relationships with parents and carers, encouraging dialogue, co-operation and partnership • Demonstrate analytical thinking • Demonstrate empathy with and an appreciation of the care needs of pupils • Carry out any other duties that may reasonably be regarded as within the nature of the duties, responsibilities and grade of this post.
<p>Teaching Assistant Agreed Framework Requirements</p>	<p>In all cases, indicative tasks at the competency level specified within the Teaching Assistant agreed Framework, will be the reference point for the competencies listed below.</p> <p>PUPIL PROGRESS:</p> <ul style="list-style-type: none"> • Be a proactive part of the teaching team, ensuring that all pupils make good or better progress • Establish constructive relationships and use a variety of methods to communicate with parents and other relevant professionals, in liaison with the teacher, to support pupils' learning, well-being and progress • Promote the inclusion and acceptance of all pupils within the classroom, school and wider community • Encourage pupils to interact and work co-operatively in learning activities • Promote independence and employ strategies to recognise and reward achievement of self-reliance and build self-esteem <p>PROFESSIONAL PRACTICE:</p> <ul style="list-style-type: none"> • Maintain, develop and apply professional knowledge to enable effective teaching and learning support • Share such knowledge with colleagues to improve whole school effectiveness • Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour • Respond quickly and appropriately to demands made by individual pupils to meet general care, mobility, and personal hygiene needs • Understand and apply the principles of good classroom management • Understand and apply a range of appropriate support strategies

	<ul style="list-style-type: none"> • Be conversant with the schools safeguarding policy and actively employ said policy in order to keep pupils across school safe • Be aware of the Data Protection Act and other legislation to ensure confidentiality of records and information
Other General Requirements	<ul style="list-style-type: none"> • Represent and promote the ethos and values of Esteem Multi-Academy Trust • To take and be accountable for all decisions made within the parameters of the job description • Participate with performance management and training and activities that contribute to personal and professional development • Actively promote and act at all times in accordance with the policies of the MAT e.g. Safeguarding, Health and Safety, Equal Opportunities & GDPR. • Provide a high standard of customer service in all dealings internal and external to the MAT

This Job Description is non-exhaustive and sets out the main expectations of the post holder. This Job Description can be altered with the agreement of the postholder and will be reviewed regularly. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

The MAT 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.

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

Person Specification

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Full UK Driving Licence • Business insurance • Car • GCSE (or equivalent) Maths and English. 	<ul style="list-style-type: none"> • Behaviour Management training • Team Teach certificate • First Aid
Experience	<ul style="list-style-type: none"> • Successful experience of working with young people with behavioural needs • Experience of working in classroom settings • Experience of de-escalation strategies to support behaviour for learning • Educating primary age pupils 	<ul style="list-style-type: none"> • Of an off-site/small educational setting. • Of an alternative educational setting other than mainstream • Of delivering education in teacher absence • Of contributing to a small team • Of phonic delivery • Of delivering learning online via See saw for example
Knowledge	<ul style="list-style-type: none"> • Of safeguarding and child protection policies and procedures • A wide variety of behaviour management strategies and techniques • Of confidentiality/data protection issues • Of the use of ICT (ie word processing, e-mail and internet capabilities) • Of how to contribute to the provision of a safe and supportive environment, health and safety • Of the complex difficulties facing pupils in their learning situations • Knowledge of adapting work for pupils to ease access according to learning needs • Understanding of strategies for teaching and learning 	<ul style="list-style-type: none"> • Of delivering academic work to pupils • Of working with pupils on a 1:1 basis • Knowledge of the ILP target setting process and of Annual Reviews • Knowledge of anger management or counselling techniques that can be used to support pupils • Knowledge of delivering phonics to pupils or developing literacy sessions

	<ul style="list-style-type: none"> • Knowledge of how ICT is used to support pupils' learning and ability to use ICT effectively in a classroom setting 	<ul style="list-style-type: none"> • Of producing risk assessments for pupils
Abilities	<ul style="list-style-type: none"> • Ability to diffuse and divert obstructive behaviour and assist all staff in maintaining agreed acceptable standards of pupil behaviour • A good team worker who can work in a collaborative manner under the direction of a variety of teaching staff • Willing to engage in any professional development activities which will aid the effective completion of tasks required by the post • Promote and reinforce pupils' self-esteem, independence and participation within the educational setting • Ability to be creative and think outside of the box with innovative ideas • Excellent verbal and written communication skills and a good standard of numeracy • Ability to work flexibly • To work at pace • Good communication and interpersonal skills • Organisational and time management skills that are highly effective for managing a classroom environment • Ability to take responsibility and work with autonomy within set boundaries • To have a growth mindset and work with positivity at all times 	

Signed:

Date:



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