

## **SUPPORT ROLES**

### **JOB DESCRIPTION**

### **Sheppey Secondary**

**Post: Associate Teacher and Technician**

**Responsible To: Line Manager**

**Summary of Post:** To collaborate with teachers in planning and delivering programmes of teaching and learning activities for classes. The primary focus is to undertake educational activities with individuals, groups and whole classes within a framework agreed with and under the overall direction and supervision of a qualified teacher.

**Tier of role: Manager/Associate**

#### **Key descriptor: Developing professional**

**Scope of role:** Responsible for resources, whether: people - line management of Apprentices – Specialists; Budget - monitoring of budget(s) working to the SBM, Provision/Service – providing HLTA and pastoral provision and or managing the school estate on a day-to-day basis, working under own initiative, solving complex problems and recommending improvements to work practices.

**Autonomy:** Autonomy in delivering specific responsibilities. Plans own workload and that of the team for the short and medium term and allocates resources as appropriate.

**Knowledge of role:** Knowledge (Level 5+) in a specific field and the appropriate key policies and legislation.

**Skills – Technical & Practical:** Specific higher-level knowledge, skills, and experience relevant to the role.

**Qualifications/Experience:** Level 5+ in a specific relevant field.

**Supervision of others:** Team leader and or line manager of Apprentices/ Support/ Practitioner roles

**Management by others:** Refers complex policy/technical issues to the line manager.

### **Key Responsibilities:**

1. Plan, prepare and deliver assigned programmes of teaching and learning activities to individuals, small groups and/or classes modifying and adapting activities as necessary under the overall direction and supervision of a teacher.
2. Assess, record and report on development, progress and attainment and liaise with staff and other relevant professionals and provide information about students as appropriate.
3. Use teaching and learning objectives to plan, evaluate and adjust lessons as appropriate with agreed systems of supervision.
4. Assess the needs of students and use detailed knowledge and specialist skills to support students' learning, including in their social and emotional well-being, reporting problems to the teacher as appropriate.
5. Supervise or manage the work and deployment of other classroom support staff.

### **Specific Duties:**

1. Provide short- term cover supervision of classes and or groups, providing continuity of learning for pupils and students
2. Assess, record and report on development, progress and attainment as agreed with the teacher/leaders
3. Ensure that pupil and student behaviour and engagement is of a high standard throughout the lesson, liaising with and providing feedback to teaching staff
4. Provide technical assistance to support the practical needs of the curriculum, setting up and servicing learning resources and classrooms (inc. laboratories and workshops) in line with health and safety regulations.
5. Manage the safe and secure storage and maintenance of allocated equipment and materials, responding to and reporting identified hazards as appropriate. Also includes monitoring and replenishing stock levels.
6. To support with student management inside and outside the classroom, including unstructured times
7. Support teaching staff in accompany pupils and students on trips and out of school activities and exam and test invigilation as required

*Note: As a new school, opening September 24, responsibilities and specific duties may be subject to change in the first year of operation.*

### General Duties and Responsibilities:

1. You will be responsible for upholding our values and ethos and championing the inclusion and belonging of our Academy and Trust communities.
2. You will be responsible for protecting students and staff from all preventable harm as per Safeguarding procedures.
3. To participate in the staff support & development programme and to undertake training based on individual and organisation needs.
4. To undertake continuing professional development to support our culture of continuous improvement and keep up to date with the skills required to fulfil the role.
5. To comply with all Academy and Trust policies and guidelines as well as legislative requirements. Including education, health & safety and data protection and all staffing policies.
6. To demonstrate positive personal and professional behaviour as specified in the Staff Code of Conduct.
7. To partake in quality assurance, appraisal and monitoring and meet minimum relevant occupational standards.
8. To undertake any other duties commensurate with tier as may be reasonably requested.

*Please note:*

*This job description is a guide to the work you will initially be required to undertake. It summarises the main aspects of the job but does not cover all the duties that the job holder may have to perform. It may be changed from time to time to meet changing circumstances.*

*It does not form part of your contract of employment and as your experience grows, you will be expected to broaden your tasks, suggest improvements, solve problems and enhance the effectiveness of the role.*

Line manager's  
signature: \_\_\_\_\_

Date: \_\_\_\_\_

Postholder's  
signature: \_\_\_\_\_

Date: \_\_\_\_\_

PERSON SPECIFICATION		Application	Interview	Shortlisting Weighting
Tier of Role: <b>Manager/Associate</b>				
<b>Qualifications and Training</b>				
1.	English and Maths Level 2/ GCSE A-C Grade or Grade 4 .	✓		6
2.	Knowledge and skills equivalent to National qualifications Level 3/ A Level.	✓		6
3.	Level 5 or above in specific relevant field.	✓		4
4.	Evidence of Continued Leadership Development.	✓	✓	4
<b>Experience</b>				
1.	Have significant experience of supporting the development, learning and progress of children.		✓	4
2.	Successful experience of supporting children in accessing the curriculum including those with SEND.		✓	4
3.	Successful experience of managing and taking full responsibility for large groups of children.		✓	4
4.	Experience of educational practices and policies and how to implement in a teaching environment.		✓	6
<b>Skills and knowledge</b>				
1.	Strong subject knowledge of literacy and numeracy.	✓	✓	6
2.	Competent IT knowledge to advance children's learning.		✓	6
3.	Excellent communication skills, written and verbal.	✓	✓	6
4.	Ability to work independently and to manage own workload and adapt routines and schedules as required.		✓	6
5.	Have the ability to motivate, inspire and build trust with children (and their families) so children achieve their best.	✓	✓	6
6.	Strong interpersonal skills, listening and observation skills with the ability to deal with difficult/sensitive situations.	✓	✓	6
7.	Effectively manage behaviour and promote a culture of inclusion	✓	✓	6

	and belonging in the learning environment.			
8.	Know how to effectively deliver lessons to a range of students and assess learning accurately.	✓	✓	
<b>Personal Qualities</b>				
1.	Act with honesty and integrity at all times.	✓	✓	6
2.	Commitment to promoting the ethos and values of the school and trust and the learning community.	✓	✓	6
3.	Commitment to own learning and development and desire to share skills and practice with others.	✓	✓	6
4.	Commitment to maintaining confidentiality at all times.	✓	✓	6
5.	Relentless commitment to inclusion, safeguarding and equality.	✓	✓	6

### Advice to candidates

This post is subject to an enhanced disclosure from the Disclosure and Barring Service.

In completing your application please draw attention to the extent to which you meet each of the criteria in the person specification marked as being assessed at application stage. Please use examples of where you have demonstrated the criteria with as much detail as possible to assist in the shortlisting process.

The shortlisting weighting indicates which criteria are the most important to the recruiting manager:

- 6** Minimum/critical - criteria which is essential for the role i.e. it would be extremely difficult for the person to carry out the role without already having these essential skills, experiences or qualifications.
- 4** Important - criteria that would be significant to the candidate being successful in the role. These may be skills, experiences or qualifications that have substantial meaning for the role but could be supported or taught on the job.
- 2** Other relevant -. It would be great if the candidate had, but is not expected to be shortlisted.

Failure to meet all the minimum/critical criteria would not necessarily preclude your application. Consideration will be given to experience and life skills. Continual Professional Development will be supported and encouraged.



Please be aware should we have a large number of applications for any of our roles we may complete the shortlisting of candidates based on the minimum/critical criteria only.