



Teaching Assistant / Intervention Teaching Assistant



Job Description

Introduction

The Stour Academy Trust puts the needs of children at the heart of our decision making – children come first.

Established in 2012, The Stour Academy Trust are a primary school sector only Trust, for children aged 4-11 years. The well-being of our pupils is our number one priority. Our foundations have been grown first before expansion. We will only expand when we have the capacity to do so.

Core Purpose:

The Trust's ultimate goal is to improve outcomes for children. Therefore, we develop highly skilled back-office teams, using the latest technology, to support the teaching and learning team so they are free to focus on the core task of teaching, to ensure the best outcomes for all children

Values:


We value children's well-being and their education above all else. We put the needs of children at the heart of our decision making – children come first.

What drives us?

We have a moral obligation to provide children with the highest standard of teaching and learning.

Leading with a strong vision and clear direction gives our Trust a tremendous opportunity to build on our strengths, become more distinctive and in an ever-changing environment, remain relevant and strong.

The Trust prides itself on the ability to build effective teams which go on to support collaborative approaches to working at all levels, encouraging openness and sharing of ideas. As a Trust we have established a supportive ethos across the MAT promoting a culture of common accountability among all employees. We are not afraid to move out of our comfort zone and our pro-active 'can-do' philosophy seeks out solutions to overcome barriers with a sense of urgency. The Trust staffing structure focuses on high standards throughout the establishment, ensuring succession planning at all levels of leadership and within our outstanding teams.



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Post: Teaching Assistant / Intervention Teaching Assistant

Reports to: Headteacher/SENCO

Liaising with: Senior Leadership Team, Teachers, Trust Schools, Staff, Parents/Carers and external agencies.

Purpose:

To work under the guidance/instruction of teaching staff to undertake work/care/support programmes to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

Key Functions:

Work with individuals /or small groups of pupils under the direction of teaching staff. Support pupils with activities which support literacy, numeracy and other skills.

Specific Responsibilities:

- Supervise and assist individual/small groups of pupils in activities set by teacher with guidance from the teacher.
- Supervise whole classes for short periods of time
- take into account the pupils' Special Educational Needs and ensure their access to the lesson and its content through appropriate clarification, explanations, equipment and materials and use of data
- build and maintain successful relationships with pupil, treat them consistently, with respect and consideration
- help reinforce and promote independent learning and social skills by supporting pupils in groups
- assist pupils with physical needs
- help pupils record work in an appropriate way and to develop study and organisational skills
- keep the pupils on task and to build motivation by modelling good practice
- build the pupils' confidence and enhance self-esteem and actively seek to promote the academic, social and emotional welfare of pupils
- implement behaviour management policies in accordance with guidance provided by the teacher
- attend formal and informal meetings with teachers to contribute to planning lessons/ activities
- prepare materials and resources
- work on differentiated activities with identified groups
- prepare pupils beforehand for a task

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Specific Responsibilities:

- take every opportunity to develop pupils' language, reading, mathematics and related skills as directed by subject specific teachers
- support the teacher in implementing specific teaching programmes
- to assist the teacher in setting appropriate learning and behaviour expectations of pupils and supporting pupils appropriately to achieve these
- supervise practical tasks
- carry out structured classroom assessment /observation and feedback outcomes
- to be involved in keeping records and evaluating identified pupils' progress
- support the use of ICT in the classroom and develop pupils' competence and independence in its use
- implement planned learning activities/ teaching programmes as agreed with the teacher, adjusting activities according to pupils' responses as appropriate
- promote positive pupil behaviour in line with school policies and help keep pupils on task
- interact with, and support pupils, according to individual needs and skills
- promote the inclusion and acceptance of children with Special Educational Needs within the classroom ensuring access to lessons and their contents through appropriate clarification, explanation and resources
- in the presence of the teacher, present agreed learning tasks in a clear and stimulating manner to help maintain pupils interest and motivation; to work with pupils individually and collectively by contributing to decisions about the most appropriate learning goals and strategies
- to participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress and behaviour
- monitor and record pupil activities as appropriate writing records and reports as required
- to support learning by arranging /providing resources for lessons/ activities under the direction of the teacher
- assist with the development and implementation of support plans
under the direction of appropriate professionals and after adequate training, to assist in meeting particular pupils' needs, e.g. physical development, speech /language development, and medical needs identified in an approved care plan agreed by parents
- liaise with other staff and provide information about pupils as appropriate



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Specific Responsibilities:

- build and maintain close and secure relationships with pupils, attending to and ensuring the care, health and welfare of children at all time, including the dressing and undressing, toileting and cleaning of pupils where necessary
- to assist with escorting pupils on educational visits
- ensure the inclusion of all children, including those with EAL and support individual children who find it difficult to form relationships
- help keep children on task by giving them individual attention where necessary and help them to become successful learners
- assist pupils with their personal hygiene needs
- deliver intervention programmes where necessary
- to comply with individual responsibilities, in accordance with the role, for health and safety within the workplace
- ensure that all duties and services provided are in accordance with the academy policy
- attend relevant school meetings as required
- to respect confidentiality at all times
- share the academy's commitment to safeguarding and promoting the welfare of all young people
- participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
- support the school by covering Breakfast Club/Afterschool Club in the event of staff absence (advance notice would be given)
- carry out other roles and tasks as requested by the Headteacher that are commensurate with salary grade

The duties above are neither excusive nor exhaustive and the post holder may be required by the Head teacher to carry out appropriate duties within the context of the job, skills and grade.

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