COWES ENTERPRISE COLLEGE

Teaching Assistant (TA)

As an employee of Cowes Enterprise College (the Academy), your job description is made up of two parts (all staff) or three parts (teachers):

1. This general section
2. Any nationally agreed requirements (such as School Teachers' Pay and Conditions)
3. A specific description of aspects of the post you were appointed to, where this is relevant. (These are being updated as time allows).

Core responsibilities

1. All staff at the Academy are employed to support and promote our key aim:
   To enable the children who join us to leave as happy, healthy, well-adjusted young adults, who are well-prepared to take the next steps in their education and careers.

2. All staff are required to support, model and, where appropriate, teach or promote, the Academy's values of:
   - Honesty
   - Empowerment
   - Awareness
   - Responsibility
   - Trust

3. All staff have a statutory responsibility for the safeguarding of children and the promotion of their welfare. This means that at all times, staff must consider what is in the best interests of our children and young people. In order to fulfil this responsibility effectively, all staff are required to:
   - Ensure that they are aware of the Academy policy and procedures for child protection and safeguarding.
   - To become aware, by attendance at relevant training, of the signs and symptoms of abuse.
   - To attend annual refresher training as required and to have completed the online Level 2 Safeguarding and Prevent training.
   - To report all causes for concern to the Designated Safeguarding Lead
   - To ensure the safety of all pupils in the school learning environment both indoor and outdoor.
   - To carry out or contribute to risk assessments as required.

4. All staff are required to adhere to the spirit and letter of the Academy's Equality Policy, to respect all aspects of diversity, to ensure no conscious discrimination and to challenge potential unconscious discrimination on the grounds of any protected characteristics.

5. All staff are required to maintain an up-to-date knowledge and understanding of all Health and Safety policies and/or legislation relevant to their role, and to notify their line manager in writing if they require additional training or support.

6. All staff are required to undertake any reasonable duties or roles at the request of the Principal.

JOB DESCRIPTION

Post Holder:

Post: Teaching Assistant (TA)

Salary: S2 – point 11 – £15,807 Pro Rata.
Working hours are 32 per week, term time plus development days only.
Joint National Conditions of service for local government are applicable to the post.

Responsible to: Special Educational Needs Co-Ordinator (SENCO)

The postholder will provide specific support to individuals or groups of young people in facilitating their learning and personal progress, promoting the achievement of high standards and supporting pupils in reaching their personal goals.

The postholder will have appropriate experience of working with young people of the 11-19 age range and must demonstrate effective experience in the support of young people's learning, particularly those who are vulnerable and/or in receipt of a statement of special educational needs.

The post will require the postholder to work with a range of faculties and subjects, individual teachers and teaching teams to support the College in providing effective learning and teaching for the specified pupil group.

The postholder should hold at least foundation level qualifications in literacy and/or numeracy.

Personal Competencies

Be able to inculcate positive relationships with a range of young people and staff and in a range of differing circumstances. Be credible and flexible in approach providing individual and/or group support, as directed, to pupils.

Have the ability to work in a partnership with the pupil(s) demonstrating a flexible and adaptable approach to their changing needs, enhancing their learning environment and the achievement of high standards.

Be fully aware and conversant with the needs of pupil safeguarding and the child protection responsibilities of the College.

Personal Attributes and Vision

The postholder must be able to work effectively and support teams and/or individuals, being credible to colleagues and partners through the quality of their personal performance. Appropriate level of wellbeing to carry out the role is essential.

KEY RESULT AREAS AND ACCOUNTABILITIES

College Role

To have day to day oversight for the support of individual and/or groups of pupils in enhancing their learning and personal progress, as directed by the SENCO.

For up to 90% of the time having direct contact with pupils in the support of their learning and progress in lessons, on and off site activities, access to their personal work and homework assignments and in supporting their personal development and independence at break and lunchtime.

For approximately 10% of time contributing to the assessment and review of pupils against their individual educational plans, as directed by the SENCO. Supporting statement reviews and meetings with parents as directed by the SENCO.

Service Provision Delivery

The fluidity of the Teaching Assistant role leads to the key task of service delivery being specified as an attachment to the support of individual pupils and/or groups of pupils as directed by the SENCO.

This attachment will be reviewed on a daily basis to ensure the College retains the maximum efficiency of Teaching Assistant deployment.

1. The focus of any support attachment will be to facilitating a pupil or pupil group's access to learning and progress as set out within their individual education plan. and directed by the SENCO.

2. Undertake such other assignments as may be required by the Principal.

The post is subject to performance management and an annual continuing professional development interview and review.

The post is subject to a full DBS check.

COWES ENTERPRISE COLLEGE

PERSON SPECIFICATION
JOB TITLE: Teaching Assistant (TA) **RESPONSIBLE TO: SENCO**

GRADE: S2 – NJC points 11 **DATE: March 2017**

	E = ESSENTIAL **D = DESIRABLE**
	1. EXPERIENCE, direct work experience, other relevant experience.
E	Experience of day to day working, under the direction of the SENCO and/or class teacher, with pupils who have LDD and/or EBD, including those in receipt of a statement of special educational needs.
E	Experience of ensuring pupil access to learning and a consistency of approach to their specific needs, particularly those with LLD and/or EBD needs.
	2. KNOWLEDGE, without which the job cannot be done effectively.
E	Current knowledge and understanding of best LDD and EBD practice, particularly in supporting the delivery of bespoke programmes to individual pupils or groups of pupils
D	Knowledge of the issues which restrict the achievement of the most vulnerable pupils and how they may be overcome.
E	Ability to forward plan and co-ordinate, with teachers, access to learning across the curriculum, both on and off site.
	3. SKILLS & ABILITIES, Essential/Capable of doing, Desirable/Able to train.
E	Ability to inculcate positive relationships and demonstrate empathy with young people in a range of differing circumstances.
E	Ability to be an ambassador for the most vulnerable pupils of the College.
E	Demonstrate the ability to work in partnership with young people, enabling them to develop positive attitudes to their learning and contribution to the community.
E	Ability to maintain projects and tasks within timescale and budget.
	4. QUALIFICATIONS, TRAINING & EDUCATION, also identify training to be given.
E	A minimum of foundation level qualification in English and mathematics.
	5. PERSONALITY, SOCIAL SKILLS, Relationships, thinking style, disposition.
E	Ability to be self motivating and systematic and logical in approach.
E	Awareness of the importance of performance management and target setting in achieving quality pupil outcomes.
E	Ability to collaborate and co-operate with colleagues, maintaining credibility and appropriate challenge.
	6. OTHER FACTORS, Physical, Mobility, Availability, Conditions, etc.
	None.
	CONTRA INDICATIONS, if any
E	Limited or no experience of working with vulnerable pupils with LDD and/or EBD needs.
	Limited ability to demonstrate positive relationships with pupils and/or others.