



CENTRAL LEARNING  
PARTNERSHIP TRUST

## JOB DESCRIPTION – ASSOCIATE STAFF

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| <b>Post Title:</b>                       | <b>Level 3 Teaching Assistant (Support and Learning Delivery)</b>  |
| <b>Scale:</b>                            | Band E - CLPT 07 – CLPT11 - £22,369 - £24,054 pro rata   |
| <b>Responsible to:</b>                   | Working under the guidance of Teaching Staff   |
| <b>Responsible for:</b>                  | N/A  |
| <b>Working hours /pattern/term:</b>      | 32.5 hours per week / Term-time only – 8.15am – 3.15pm   |
| <b>Location:</b>                         | The post holder will be based at Eastwood Village Primary School. The post holder may be required to work at another school in Rotherham from time to time or for a specified period.  |
| <b>Disclosure level:</b>                 | Enhanced   |
| <b>Post Purpose:</b>                     | <p>To work under the guidance of Teaching staff to implement agreed work programmes with individuals / groups both within and out of the classroom. This may include the use of detailed and specialist knowledge in particular areas and will involve assisting the Teacher in the whole planning cycle and with the management / preparation of resources.</p> <p>The post holder may also supervise whole classes occasionally during the short-term absence of Teachers, when the primary focus will be to maintain good order and to keep pupils on task.</p> <p>As Cover Supervisors, the post holder will need to respond to questions and generally assist pupils to undertake set activities.</p> <p>The post holder will also be required to assist with the supervision of pupils out of lesson times including lunchtimes.</p> |
| <b>Main Duties and Responsibilities:</b> | <p><b>Support for Pupils</b></p> <ul style="list-style-type: none"><li>• Use specialist (Curricular / Learning) skills / training / experience to support pupils.</li><li>• Assist with the development and implementation of individual Education Plans.</li><li>• Establish productive working relationships with pupils, acting as a role model and setting high expectations.</li><li>• Promote the inclusion and acceptance of all pupils within the classroom.</li><li>• Support pupils consistently whilst recognising and responding to their individual needs.</li></ul>  |

- Encourage pupils to interact and work cooperatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.

### **Support for the Teacher**

- Work with the Teacher to establish an appropriate learning environment.
- Work with the Teacher in lesson planning, evaluating and adjusting lesson / work plans as appropriate.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievements against pre-determined learning activities.
- 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.
- Be responsible for keeping and updating records, as agreed with the Teacher, contributing to reviews of systems / records as requested.
- Undertake marking of pupils' work and accurately record achievement / progress.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with school policy and encourage pupils to take responsibility for their own behaviour.
- Liaise sensitively and effectively with Parents / Carers as agreed with the Teacher within your role / responsibility and participate in feedback sessions / meetings with Parents / Carers.
- Administer and assess routine tests and invigilate exams / tests.
- Provide general clerical / administrative support, e.g. administer coursework, produce worksheets for agreed activities etc.

### **Support for the Curriculum**

- Implement agreed learning activities / teaching programmes, adjusting activities according to pupil responses / needs.
- Implement EYFS national strategies.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Help pupils to access learning activities through specialist support.
- Determine the need for, prepare and maintain general and specialist equipment and resources.

### **Support for the School**

- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Establish constructive relationships and communicate with other agencies / professionals, in liaison with the Teacher, to support achievement and progress of pupils.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to achieve and support others.
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- Undertake planned supervision of pupils' out of school hours learning activities.

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|  | <ul style="list-style-type: none"> <li>• Supervise pupils on visits, trips and out of school activities as required.</li> <li>• Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies.</li> <li>• Understanding of principals of child development and learning processes.</li> <li>• Ability to relate well to children and adults.</li> </ul> |
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**The post holder is required to:**

- Undertake a systematic study of practice with a consequent programme of self and professional development to ensure that the necessary skill, knowledge and understanding are kept up to date.
- Be aware of and comply with all school policies. In relation to child protection, health and safety, security, confidentiality and the Data Protection Act 1998 it is important that all staff keep up to date with current policies and any concerns are reported to the relevant named persons without delay.
- Promote the safeguarding and wellbeing of children and to report any concerns about the safety of a child to the DSL following school policy and practices.
- To play a full part in the life of the school community, to support its distinctive mission and the ethos.
- To undertake such other duties which may be regarded as within the nature of the duties and responsibilities for the grade of the post as defined and subject to any reasonable adjustments under the Disability Discrimination Act. Any changes of a permanent nature will be incorporated into the job description.

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

The job description is current at the date shown, but following consultation with you, may be changed by management to reflect or anticipate changes in the post which are commensurate with the grade and job title.

**Endorsement**

**I accept the specified job description**

**Name** .....

**Signed** ..... **Date** .....

## PERSONNEL SPECIFICATION – Associate Staff

### Post Title: Level 3 Teaching Assistant

The Personnel Specification outlines the main attributes needed to adequately perform the post specified. In drawing together the specification, a critical examination of the job description has been undertaken to pinpoint those elements of the post deemed as essential.

The Personnel Specification is intended to give prospective candidates a better understanding of the post requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

|    |                          | <b>Essential</b>   | <b>Desirable</b>  | <b>How identified</b>   |
|----|--------------------------|--|---|---|
| 1. | <b>Qualifications</b>    | <ul style="list-style-type: none"> <li>GCSE passes in English &amp; Maths or equivalent.</li> </ul>  | <ul style="list-style-type: none"> <li>Educated to Degree Level.</li> </ul>   | Formal possession of an appropriate qualification to be verified at interview or from records. Employment history record. |
| 2. | <b>Experience</b>        | <ul style="list-style-type: none"> <li>Experience of working with children in primary education.</li> <li>Experience of working with small groups of children.</li> <li>Experience of working with National Curriculum objectives</li> <li>Experience of working within a team</li> </ul>  |   | Application form and Interview  |
| 3. | <b>Special Knowledge</b> | <ul style="list-style-type: none"> <li>Knowledge about the EYFS Curriculum</li> <li>Ability to clearly interpret oral or written information and instructions</li> <li>Ability to communicate in a clear and logical manner</li> <li>Awareness of policies and procedures relating to child protection, health and safety, equal opportunities and confidentiality</li> <li>Awareness of the need to maintain sensitive information and records securely in order to prevent inappropriate access</li> </ul> | <ul style="list-style-type: none"> <li>Knowledge and ability to use computer applications to include word processing, spreadsheets, databases etc.</li> </ul> | Application Form and Interview  |

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| 4. | <b>Practical and Intellectual Skills</b> | <ul style="list-style-type: none"> <li>• Good organisational skills to include prioritisation of work and ensuring deadlines are met</li> <li>• Ability to work with attention to detail and accuracy eg, completing documentation, maintaining filling systems</li> <li>• Ability to contribute to a range of teaching, learning and pastoral activities</li> <li>• Ability to plan, monitor and assess</li> <li>• Ability to take responsibility with minimum supervision for delivering work programmes over an extended period to groups of children</li> <li>• Ability to develop working relationships outside the immediate working team</li> </ul> |  | Application form, Interview and References |
| 5. | <b>Personal Qualities</b>                | <ul style="list-style-type: none"> <li>• Smart appearance.</li> <li>• Good attendance record.</li> <li>• Good Timekeeper.</li> <li>• Commitment to equal opportunities.</li> <li>• Conscientious, honest and reliable.</li> <li>• Positive approach with a wide range of people.</li> </ul>  |  | Interview and References                   |
| 6. | <b>Legal Requirements</b>                | <ul style="list-style-type: none"> <li>• Enhanced DBS Clearance</li> </ul>   |  | DBS clearance                              |
| 7. | <b>Other</b>                             | <ul style="list-style-type: none"> <li>• Respect for confidentiality.</li> <li>• Comply with safer recruitment practices and awareness of safeguarding procedures for all pupils.</li> </ul>   |  | Interview                                  |