



Apprentice Teaching Assistant

**Castle View Primary School
37 hours per week 39 weeks per year**

A vacancy has arisen for an apprentice Learning Support Assistant. This post would suit a good to outstanding practitioner who is always reflecting on the children and their needs, is committed to pupil progress.

The successful applicant will be; hard working, enthusiastic and flexible with high standards. They will possess a 'can do' attitude and be willing to support the activities of the school. The ability to work with a range of people is essential and they must be able to act on their own initiative, dealing with any unexpected challenges as they arise. They will have a willingness to participate in further training and development opportunities offered by the school and QEGSMAT, to further develop knowledge and understanding of the role, are essential.

The candidate will be expected to work hours within the school day that meet the needs of the school. These will be agreed before a job offer is made.

QEGSMAT is committed to promoting equality, challenging discrimination and developing community cohesion. We welcome applications from all sections of the community. We are committed to the protection of children and vulnerable adults. Appointment is subject to a clear DBS check to an enhanced level.

If you would like to apply for this vacancy please complete an application form and return it to hr@qegsmat.com.

Closing date for applications: 31/10/19

Provisional Interview date: Week Commencing 11/11/19

Actual Salary: Apprentice rate £4 per hour

Potential Start date: 02/12/2019



JOB DESCRIPTION

Post Title: Apprentice Teaching Assistant

Responsible to: Working under the guidance of class teacher and/or Early years lead.

Scale: Apprenticeship

Purpose of the Role

To work under the direct instruction of teaching staff, and the early years lead. Provide specific support to the teacher/early years lead in the care of pupils and management of the classroom. Work may be carried out in the classroom or outside the main teaching area.

To impact on the quality of teaching and learning for individuals/groups. To implement the school's improvement priorities, policies and procedures and by demonstrating the professional responsibilities of a whole school team member.

Competences, roles and responsibilities of all TAs are listed:

Support to Pupils

- To support and contribute to the school's responsibility for safeguarding children.
- To support in providing a welcoming, positive, well organised, safe learning environment conducive to learning.
- To set high expectations for pupils' behaviour, their learning, fostering positive relationships and implementing the school's behaviour policy.
- To deliver programmes and monitor the children's response to the learning.
- Plan and develop differentiated learning activities, using understanding of child development, pedagogy and techniques which support and develop pupil's learning.
- To support in planning tasks that are well matched and practical.
- To develop a variety of teaching styles and delivery to meet the needs of the pupils.
- Use assessment for learning and assessment of learning to assess, track and report progress including the marking of work.
- Accurately record and report on the development, progress and attainment of children.
- To co-operate and liaise with other school colleagues
- Assist children in matters of personal needs and their general health including first aid and welfare matters.

- Provide structured support in accordance with specific work programmes designed and supervised by individual teachers/early years lead.
- To contribute to raising standards by ensuring high expectations are promoted for pupils.
- Involvement in the implementation of Individual Education/Behaviour/Support/Mentoring plans.
- Provide general support to pupils, ensuring their safety, by complying with good H&S practice.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.¹
- Encourage pupils to interact with others and engage in activities led by the teacher/early years lead.

Support to Teacher/early years lead

- Provide structured support in accordance with specific work programmes designed and supervised by individual teachers/early years lead.
- Support the teacher/early years lead in the development and implementation of Individual Education/Behaviour Plans.
- Assist in maintaining classroom discipline through the implementation of the schools behaviour management strategies.
- Provide support to pupils to achieve learning goals and improve outcomes.
- Supervise pupils for a particular curriculum activity under the supervision and guidance of a qualified teacher/early years lead.
- Assist the teacher/early years lead with the planning of learning activities.
- Assist the teacher in monitoring pupils' responses to learning activities and accurately record achievement/progress as directed.
- Co-ordinate and organise pupils attending extra curricular activities/work experience or other out of school activities under guidance of teacher/early years lead.
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Provide general admin support, for classroom activities e.g. produce worksheets for agreed activities etc.

Support to Curriculum

- To provide support in literacy/numeracy/SEN strategies.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Contribute to curriculum planning, evaluation and implementation.
- Contribute to development of school policies and procedures by participation in working groups.
- Contribute to the development, preparation and dissemination of appropriate materials.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.

¹ Every effort should be made to ensure support is within contractual hours

- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required
- Participate in training and other learning activities and performance development as required. (See footnote 1.)
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.



Person Specification

	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> Good numeracy/literacy skills. 	<ul style="list-style-type: none"> First Aid. GCSE (or equivalent) level C or above in English and Maths
Experience	<ul style="list-style-type: none"> A good knowledge of health and safety requirements. 	<ul style="list-style-type: none"> National Curriculum in Key Stage 1 or 2. Supporting children's learning in a school setting.
Knowledge	<ul style="list-style-type: none"> Understanding of relevant policies/codes of practice. Good understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years. Willing to work towards NVQ Level 3 or recognised equivalent. 	<ul style="list-style-type: none"> Working knowledge of the SEN code of practice. Knowledge of intervention programmes. Assessment for Learning.
Skills	<ul style="list-style-type: none"> Well-developed interpersonal skills to be able to relate well to a wide range of people. Work constructively as part of a team whilst being able to demonstrate initiative. Good communication skills. Effective use of ICT to support learning. Use of other equipment technology – video, photocopier. 	<ul style="list-style-type: none"> Ability to contribute to student Records of Achievement, targets and Annual Reviews
Personal qualities	<ul style="list-style-type: none"> Customer focused. Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. Open, honest and an active listener. Takes responsibility and accountability. Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. Is committed to the provision and improvement of quality service provision. Is adaptable to change/embraces and welcomes change. Acts with pace and urgency being energetic, enthusiastic and decisive. 	<ul style="list-style-type: none"> Willing to engage in any professional development activities which will aid the effective completion of tasks required by the post.

	<ul style="list-style-type: none"> • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. • Ability to form and maintain appropriate relationships and personal boundaries with children and young people. • Motivation to work with children and young people. • Emotional resilience in working with challenging behaviours. 	
Equal Opportunities	<ul style="list-style-type: none"> • Understanding of the Equal opportunities policy 	

Date:	
Signature:	