

FURNESS EDUCATION TRUST JOB DESCRIPTION/ PERSON SPECIFICATION

Position	Senior Teaching Assistant – Primary Academy
Responsible to	Head Teacher
Responsible for	N/A
Pay scale	FET Scale 14
Hours	22 hours per week Term time plus one week (39 weeks)

Job Description	
Core Purpose	<p>Within an agreed system of supervision, work with teachers to support teaching and learning, providing specialist support to maximise pupil development and achievement.</p> <p>Roles at this level will be expected to carry out specified work STA may also supervise whole classes during the short term absence of teachers in unforeseen /unplanned circumstances.</p>
<u>Key Duties and Responsibilities:</u>	
<ol style="list-style-type: none"> 1. Provide and deliver learning activities for individuals and groups of pupils under the professional direction and supervision of a qualified teacher, differentiating and adapting learning programmes to suit the needs of allocated pupils. 2. Assess record and report on pupil development progress and attainment to the teacher against pre-determined learning objectives using detailed knowledge and specialist skills to support pupils learning 3. Share information about pupils with other staff, parents/carers, internal and external agencies attending and contributing to meetings, reviews and IEPs as appropriate. 4. Support pupils social emotional and physical wellbeing reporting concerns to the appropriate person. 5. Teaching Assistants in this role are expected to undertake at least one of the following: <ol style="list-style-type: none"> a) provide specialist support to pupils with learning behavioural, communication social sensory or physical difficulties b) provide specialist support to pupils where English is not their first language c) provide specialist support to gifted and talented pupils d) provide specialist support to all pupils in particular learning area (e.g. ICT, literacy, numeracy, National Curriculum subject, EYFS) e) work with pupils with severe and complex learning difficulties and associated disabilities including those with challenging behaviour f) provide specialist support and communication strategies as required. 	

6. Have knowledge of and comply with all school policies and procedures including code of conduct, child protection, health and safety, security, confidentiality and data protection, reporting all concerns to a nominated person.
7. Advise, support and guide the work of other staff demonstrating own duties in particular specialist areas.
8. Administer medication in accordance with an agreed plan under direction of the Headteacher and following appropriate training/healthcare plan.
9. Escort and supervise pupils on out of school activities using own initiative to deal with issues that arise and maintaining good order and standards of behaviour.
10. Within the context of school behaviour plans and policies, use discretion and initiative to deal with unanticipated issues and encourage pupils to take responsibility for their own behaviour.

Person Specification

<p>Qualifications and Professional Development</p>	<p>Essential</p> <ul style="list-style-type: none"> ▪ Relevant NVQ 3 or equivalent qualification ▪ Good literacy/numeracy skills GCSE Grade 3 or above <p>Desirable</p> <ul style="list-style-type: none"> ▪ Additional specialise qualification training in relevant strategies, eg literacy or particular curriculum area
<p>Knowledge, Skills and Competences</p>	<p>Essential</p> <ul style="list-style-type: none"> ▪ Up to date knowledge and understanding of the practices and procedures within education relating to the welfare, safety and education of children. Working knowledge or national curriculum and other relevant learning programmes/strategies. Understanding of principles of child development and learning processes. ▪ Ability to self-evaluate learning needs and actively seek learning opportunities. <p>Desirable</p> <ul style="list-style-type: none"> ▪ Can use ICT effectively to support learning.
<p>Experience</p>	<p>Preferred</p> <ul style="list-style-type: none"> ▪ Experience working with children of relevant age. ▪ Experience of working in a classroom setting. ▪ Experience in working in another service to young people.
<p>Personal Skills</p>	<p>Essential</p> <ul style="list-style-type: none"> ▪ Ability to relate well to children and adults. ▪ Able to work constructively as part of a team, understanding classroom roles and responsibilities and own position within these. ▪ Able to prioritise tasks and act on own initiative ▪ Able to motivate and encourage children to develop to their full potential.