

Graduate Teaching Assistant

Job Description

- Berlesduna Academy Trust has an exciting opportunity for a number of Graduate Teaching Assistants to join the team
- Start Date: 1st September 2018 Salary: £15537
- Applications and Interviews ongoing

All of our schools have an excellent reputation in the local community. All form the Berlesduna Academy Trust (www.berlesduna.co.uk), where the vision is to create and foster a culture of high aspiration, enjoyment for learning, academic success and lifelong skills amongst all pupils, regardless of their social, economic or cultural background.

The Graduate Teaching Assistant Post

You will be joining as a general teaching assistant with the responsibility of supporting all pupils within the class. Literacy and numeracy will be your main focus and you will work with groups of pupils to help them progress in these areas. The teacher will look to you to take on further teaching assistant responsibility as the year progresses and as you develop in confidence. There may be situations where you conduct small group teaching assistant sessions to reinforce key curriculum concepts. Furthermore, some pupils in the class may need additional teaching assistant support due to their additional learning difficulties ie dyslexia/ADHD/ADD.

Who should apply for this Graduate Teaching Assistant post?

- enthusiastic, aspiring to be teachers who are keen to get involved across the school and build up as much experience as possible
- extremely reliable and committed
- academically able
- very competent and passionate about education and gaining hands-on knowledge prior to applying for a schools direct training program

You must also be considering an initial teacher training course the following academic year, after a successful post as a teaching assistant, in September 2019. Schools Direct placements (as part of the Merrylands Teaching Training Partnership) will be offered to teaching assistants who excel and show the correct aptitude in their practice.

Application

- please take care to complete the application in full as incomplete applications will not be considered
- we reserve the right to close the vacancy early so recommend that you submit your application at your earliest convenience
- the Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults
- all successful applicants will be subject to an enhanced DBS check, medical clearance and

satisfactory references

- we are an equal opportunities employer

Documentation

The following documents are attached

- Berlesduna Equal Opportunities form
- Berlesduna Recruitment and Selection Policy
- Job Description
- Person Specification

Job Description – Graduate Teaching Assistant

Job Title	Graduate Teaching Assistant
Grade	3 (to max point)
Reports to	Head of School/Deputy Head
Liaison with	Teaching staff, support staff, Headteacher, pupils.
Job Purpose	<ul style="list-style-type: none">• to work with teachers as part of a professional team to support learning activities for classes• the primary focus will be to work under the professional direction of a teacher and within an agreed system of supervision in delivering lessons set by or with teachers and/or support pupils undertaking lessons delivered via distance learning or computer aided techniques• you will be expected to progress pupils' learning and to assess, record and report on development, progress and attainment as agreed with the teacher
Principal Accountabilities	<ul style="list-style-type: none">• assist the teacher to plan challenging teaching and learning objectives• use detailed knowledge and specialist skills to support and progress pupils' learning• deliver agreed learning activities to pupils, adjusting activities according to pupil responses/needs
Duties Support for the Teacher	<ul style="list-style-type: none">• organise and manage an appropriate learning environment• monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives• provide objective and accurate feedback and reports to teachers• record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment• establish a clear framework for discipline in line with established policy, anticipate and manage behaviour constructively, promoting self control and independence• support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.

Support for Pupils

- establish productive working relationships with pupils, acting as a role model and setting high expectations
- promote the inclusion and acceptance of all pupils within the classroom
- support pupils consistently whilst recognising and responding to their individual needs
- encourage pupils to interact and work co-operatively 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 Curriculum

- use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- select and prepare resources necessary to deliver learning activities, taking account of pupils' interests and language and cultural backgrounds

General

- comply with policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- contribute to the overall ethos/work/aims of the school
- establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- to participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
- to comply with individual responsibilities, in accordance with the role, for health & safety in the workplace
- ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy
- the Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment
- this job description is neither exclusive nor exhaustive, but sets out the main expectations of the school in relation to the post-holder's professional responsibilities and duties
- an annual review of the job description and allocation of duties and responsibilities will take place as part of the Performance Management Review process
- all posts are subject to an enhanced DBS check, satisfactory references and medical clearance

The duties may be varied to meet changing circumstances in the post held. Any such developments will only take place after consultation with all those involved and do not form part of the staff member's contract.

The post is portable across any school in the Trust.



Job Specification - Graduate Teaching Assistant

	Detail	Examples
Qualifications and Experience	Specific qualifications and experience	<ul style="list-style-type: none"> an English related degree gained from the UK experience of working with student
	Knowledge of relevant policies and procedures	<ul style="list-style-type: none"> basic knowledge of First Aid understand classroom roles and responsibilities and your own position within these
	Literacy	<ul style="list-style-type: none"> good reading and writing skills
	Numeracy	<ul style="list-style-type: none"> good numeracy skills
	Technology	<ul style="list-style-type: none"> full working knowledge of ICT to support learning
Communication	Written	<ul style="list-style-type: none"> ability to write detailed reports, letters etc
	Verbal	<ul style="list-style-type: none"> ability to use clear language to communicate information unambiguously ability to listen effectively
	Languages	<ul style="list-style-type: none"> specialist language/communication skills if appropriate
	Negotiating	<ul style="list-style-type: none"> ability to negotiate effectively with adults and children
Working with children	Behaviour Management	<ul style="list-style-type: none"> ability to demonstrate effective implementation of the school's behaviour management policy and strategies which contribute to a purposeful learning environment
	SEN	<ul style="list-style-type: none"> successful completion of training to support SEN if appropriate
	Curriculum	<ul style="list-style-type: none"> working knowledge and experience of implementing national curriculum and other relevant learning programmes good working knowledge of specialist curriculum area(s) if appropriate understanding of statutory frameworks relating to teaching
	Child Development	<ul style="list-style-type: none"> detailed understanding of child development and learning processes ability to assess and record progress and performance and recommend appropriate strategies to support development motivate, inspire and have high expectations of pupils
	Health and Wellbeing	<ul style="list-style-type: none"> understand and support the importance of physical and emotional wellbeing
Working with others	Working with partners	<ul style="list-style-type: none"> ability to make a proactive contribution to the work of the team supporting children, their families and carers through thinking, planning etc ability to work with parents and carers to improve support for children
	Relationships	<ul style="list-style-type: none"> ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults
	Team work	<ul style="list-style-type: none"> ability to work effectively with a range of adults
	Information	<ul style="list-style-type: none"> contribute to the development and implementation of effective systems to share information

Responsibilities	Organisational skills	<ul style="list-style-type: none"> • good organisational skills • ability to remain calm under pressure • to be flexible • follow instructions accurately • use own initiative and work independently
	Line Management	<ul style="list-style-type: none"> • ability to manage and support the work of others
	Time Management	<ul style="list-style-type: none"> • ability to manage own time effectively • ability to adapt quickly and effectively to changing circumstances, situations
	Creativity	<ul style="list-style-type: none"> • demonstrate creativity and an ability to resolve problems independently
General	Equalities	<ul style="list-style-type: none"> • awareness of and promotion of equality
	Health and Safety	<ul style="list-style-type: none"> • good understanding of Health and Safety
	Child Protection	<ul style="list-style-type: none"> • good understanding and effective implementation of child protection procedures
	Confidentiality/Data Protection	<ul style="list-style-type: none"> • understand procedures and legislation relating to confidentiality
	CPD	<ul style="list-style-type: none"> • demonstrate a clear commitment to develop and learn in the role • constantly improve own practice/knowledge through self-evaluation and learning from others