

**Reports To:** Principal/ Deputy Principal/SENCo

<b>Why</b>	<p><b>Job Summary</b></p> <ul style="list-style-type: none"> <li>To provide learning support to the Teacher across a range of activities to promote development and learning.</li> </ul>	
<b>What</b>	<p><b>Main Responsibilities</b></p> <ul style="list-style-type: none"> <li>Supervise activities of individuals or groups of pupils wherever these are planned to take place around the academy.</li> <li>Promote the development and learning of pupils (physical, emotional, educational and social) taking into account their speech, language, communication and social needs. Foster growth of self-esteem and independence, observe and record development.</li> <li>Assist with the planning and preparation of resources and activities in line with curriculum and local and national initiatives, e.g. literacy and numeracy, as directed by the Teacher.</li> <li>Assist pupils in the use of all classroom resources to ensure full participation.</li> <li>Assist pupils with a variety of personal self-help skills that are part of every day school experience, reporting progress or difficulties.</li> <li>Be familiar with all relevant statements of special educational needs specific to individual pupils.</li> <li>Establish and maintain consistent and positive relationships with pupils, interacting with them according to individual needs.</li> <li>Work with planned interventions/strategies from outside agencies where necessary according to the needs of specific pupils.</li> <li>Plan and deliver personalised learning plans track progress.</li> <li>Support pupils' needs during off-site visits under the direction of the Teacher.</li> <li>Act in accordance with Trust policies and procedures, particularly in relation to child protection and behaviour management.</li> <li>Ensure the health and safety of all pupils at all times.</li> <li>Report any problems or concerns to the Teacher(s).</li> <li>Undertake any other duties within the scope of the role.</li> </ul>	
<b>How</b>	<p><u>Competencies</u></p>	<p><u>Personal Attributes</u> (level expected when job is conducted to the required standard)</p>
	<p><b>Framework</b> <i>Seeking to establish the framework and guiding principles; making a positive contribution to the ethos of the Trust.</i></p>	<ul style="list-style-type: none"> <li>Act as a role model demonstrating professionalism and consistent high expectations at all times which supports the ethos of the Trust.</li> <li>Recognise and respect the difference between individuals and play a part in making the academy more inclusive.</li> <li>Communicate effectively with parents with regard to pupil's achievements and well-being.</li> <li>Takes responsibility for own health and safety, ensuring immediate work environment is safe and stimulating learning environment for all rooted in mutual respect.</li> <li>Know the local arrangements concerning the safeguarding of children and young people and how to use them</li> <li>Act to promote pupils safety and well-being - establish a safe and stimulating learning environment for all rooted in mutual respect</li> <li>Develop effective professional relationships with colleagues knowing how &amp; when to draw on advice and specialist support</li> <li>Demonstrate consistently the ethos and behaviour which are expected of all</li> </ul>

		Understands why it is important to follow policies and procedures and knows where to find them	
		Pro-actively checks to prevent errors and achieve targets	
	<b>Development</b> <i>Monitoring, coaching, guiding and supporting teams and individuals setting examples of desired behaviours.</i>	Participate in whole academy training/induction events.	
		Create a 'can-do' culture to raise aspiration for all.	
		Takes responsibility for improving own working/teaching practices through appropriate professionals development, responding to advice and feedback from colleagues.	
	<b>Leading</b> <i>Providing direction to ensure that the resources are available to achieve results in the most effective way.</i>	Responsive to leadership and direction.	
		Acts as a role model, upholding professional and courteous manner at all times, including non-promotion of part/political views to the student body.	
		Receives direction and is able to follow instructions.	
		Completes the tasks assigned which contribute to the delivery of specific results.	
	<b>Knowledge and Understanding</b> <i>Have sufficient knowledge/skills to support pupils in achieving their maximum potential.</i>	Attends training sessions and allocated development sessions, as required. Starts to embed knowledge into practice.	
		Basic knowledge of the subject curriculum to assist pupils with their learning. Knows where to direct pupils if learning is outside their limit.	
		Recognises the differing learning needs of pupils, and is able to support pupils with advice from the Teacher.	
	<b>Teaching and Learning</b> <i>Ensure the best possible outcomes for all pupils.</i>	Acts under the direction of the Teacher to support learning.	
		Encourages participation of all pupils in the learning process.	
		Acts as a role model promoting high expectations of behaviour at all times. Aware of the policies and procedures associated with behaviour management.	
		Contributes to the monitoring of pupil performance and progress, reporting to the Class Teacher as required.	
		Supports pupil learning by communicating effectively and sensitively with all pupils. Aware that they are in a position of trust and maintains professional boundaries.	
		Organises physical teaching space and resources, under the direction of the Teacher. Independently provides a stimulating and safe learning environment with small groups and in conjunction with the Teacher with the class.	
	<b>Working with Others</b> <i>Work effectively with other professionals, parents, carers and outside agencies as well as with pupils themselves.</i>	Aware of the roles of parents/carers and external agencies in pupils education. Communicates effectively with the Teacher to ensure an effective relationship.	
		Understands the processes of reporting concerns and issues relating to pupils.	
		Aware of other roles in the academy and the support on offer to pupils.	
<b>Context</b>	<b>Interfaces</b>	Internal/External	Seek opportunities to collaborate with other professionals beyond the Academies and across the Trust.
		English Language Fluency	An ability to converse at ease with all customers and provide accurate advice in order to fulfill all spoken aspects of the role through the medium of spoken English.
		Financial impact/budget	Ensure resources are affordable and available to achieve improvement plans and stated strategic objectives.
	<b>Scope</b>	People (directly/indirectly manage)	Act as a role model, promoting consistently high expectations of behaviour in a professional and courteous manner.
		Travel	You will be required to travel to academies as necessary.
	<b>Education, Qualifications and Experience (EQE)</b>	You must be educated up to GCSE level in both English and mathematics, and have at least a Level 1 Teaching Assistant Qualification or equivalent expertise and experience to be successful.	
	<b>Safeguarding</b>	All adults employed by the Trust are responsible for safeguarding and promoting the welfare of children they are responsible for or come into contact with. As such, all employees will undergo relevant background checks, including a Disclosure and Barring Service (DBS) Enhanced check with Barred List Check, in order to satisfy our statutory obligations.	
	<b>Data Protection</b>	All adults employed by the Trust have a responsibility for data protection and have a duty to observe and follow the principles of the GDPR Regulations.	

Whilst every endeavor has been made to outline all the duties and responsibilities of the post, this document does not specify every item in detail. Where broad headings have been used, all associated duties are naturally included in the job description.

