



# Magna Academy Poole

an Aspirations Academy

## Teaching Assistant / HLTA

### **JOB DESCRIPTION**

The post-holder will be expected to work with the class teacher to raise the learning and attainment of pupils. You will also support the development of learning, independence, communication and behaviour under the guidance of the classroom team. The following does not represent an exhaustive list but gives an indication of the role.

**Working hours:** Term Time Based Hours: 37 hours per week, 39 weeks per year. Monday to Friday, 8:15am-16:00:pm (Part Time options are available)

**Annual Leave:** The full-time rate of holiday entitlement incorporated in the formula is 25 days per year rising to 30 days per year for employees with 5 or more years of continuous employment with the Trust. The formula also provides for a pro rata entitlement to the bank and public holidays normally observed in England and Wales

**Salary:** TA Grade E (points 7-11), Full Time Equivalent £24,294-£25,979, Actual Salary £20,803-£22,246 HLTA Grade F (points 12-17) Full Time Equivalent £26,421-£28,770, Actual Salary £22,625-£24,636

### **Terms and conditions of employment:**

The job description should be read in conjunction with the contract of employment that shall set out the key terms and conditions of appointment.

### **Job purpose:**

- Carry forward the Aspirations Academies Trust vision
- Drive the continuous and consistent Aspirations Academies Trust-wide focus on raising achievement and improving student outcomes
- Ensure the Aspirations framework is embodied in every aspect of the Academy;
- Provide high quality care for all students
- Support and guide all students in their personal development
- Help reduce the social and emotional barriers to learning for vulnerable students
- Ensure high standards of behaviour across all year groups
- Play a full role in the management of behaviour in the school
- Keep up-to-date records of students behaviour, actions taken and parental meetings using the school's information management systems

- Work with the Inclusion Team & SENCo to identify appropriate support for targeted, vulnerable and at risk students
- Provide administrative support to the Inclusion Team & SENCo, including producing reports on individual students and groups of students

### **Duties and responsibilities:**

Main duties and responsibilities are indicated below. Other duties of an appropriate level and nature may also be required, as directed by the line manager

### **Key duties :**

- Work with class teachers to raise the learning and attainment of pupils
- Promote pupils' independence, self-esteem and social inclusion
- Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement
- Lead planned interventions as directed by the class teacher
- Be responsible for children at lunchtime and playtime as needed. Safeguard children and adhere to the rules of confidentiality
- Work with children with SEND needs or a group of children as instructed by the class teacher to ensure inclusion for all children
- Uphold the vision and values of the academy and be an exceptional role model in all aspects of their work and conduct
- Keep children safe and adhere to the safeguarding policy and guidelines with KCSIE

### **Teaching and learning**

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND) and challenge children at all levels to achieve their very best
- Adapt the learning environment and resources to meet the needs of a child with SEND
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance and share observations and outcomes with the class teacher
- Supervise a class (with an additional adult) if the teacher is temporarily unavailable
- Use IT skills to advance pupils' learning
- Undertake any other relevant duties given by the class teacher in line with the job

description and Teaching Assistant Standards

- Accompany and support pupil(s) on outings from school as necessary

### **Planning**

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read, understand and deliver appropriate lesson plans, adapting resources as necessary
- Prepare the classroom for lessons alongside the teacher

### **Professional development**

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures
- Undertake training and attend INSET days in accordance with contractual requirements

### **Student Support Duties:**

- To support the overall progress and development of students
- To ensure the Behaviour Management system is implemented in classes

### **Special Conditions of Service**

Due to the nature of the post, candidates are not entitled to withhold information regarding convictions, cautions, reprimands or final warnings that are not “protected” as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 by SI 2013 1198). Candidates are required to give details of any convictions in the application process. Furthermore, appointment to this position is subject to submission of a certificate issued by the Disclosure and Barring Service that is considered satisfactory by the Trust.

### **General:**

- Attend training sessions and meetings as required
- Work in accordance with data protection regulations
- Uphold the Trust's policy in respect of child protection and safeguarding matters

### **Equal Opportunity**

- The post holder will be expected to carry out all duties in the context of and in compliance with the academy's equal opportunities policies.
- This job description will be reviewed at regular intervals and is subject to change

as the needs of the academy evolve



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## Person Specification: Teaching Assistant / HLTA

Assessed by application (A)

Assessed by the recruitment process (R)

Criteria	Essential	Desirable
<b>Qualifications and Education</b>		
A good standard of English and Maths at GCSE A*-C GCSE, or equivalent	<b>A</b>	
Appropriate First Aid Training		<b>A</b>
<b>Experience</b>		
Experience of managing student behaviour		<b>A</b>
Experience of working in a secondary school		<b>A</b>
<b>Skills and Abilities</b>		
Ability to apply good behaviour management strategies	<b>R</b>	
Ability to manage the emotional, cultural and social needs of students	<b>R</b>	
Excellent interpersonal communication skills, including influencing skills	<b>R</b>	
Ability to maintain a positive and calm learning environment	<b>R</b>	
Ability to work successfully as part of a team	<b>R</b>	
Ability to keep accurate records	<b>R</b>	
Ability to exercise discretion and judgement	<b>R</b>	
Ability to be flexible and use initiative	<b>R</b>	
Patience and resilience	<b>R</b>	
Numeracy and literacy skills	<b>R</b>	

<b>Knowledge</b>		
Be familiar with the full range of school policies, particularly those regarding health and safety, equal opportunity issues and special educational needs (SEN)	<b>R</b>	
Knowledge of child protection and safeguarding	<b>R</b>	
Knowledge of behaviour management techniques and behaviour intervention strategies	<b>R</b>	
An basic understanding of the school curriculum and the needs of learners	<b>R</b>	
Knowledge of the potential barriers to learning	<b>R</b>	