



Watcombe Primary School

Headteacher - Mr Adam Morris

**TEACHING ASSISTANT
PASTORAL TEAM**

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Watcombe Primary School

Headteacher - Mr Adam Morris

TEACHING ASSISTANT L4: PASTORAL TEAM

We wish to appoint an excellent and inspiring Level 4 Teaching Assistant to join our outstanding Pastoral Team.

You will lead and manage groups of children within the lower half of the school supporting their emotional needs enabling them to access learning in the classroom.

You must have experience working in a school environment and knowledge, understanding and experience of working with vulnerable children. It is important that you are able to work both within a team and under your own initiative.

As a Level 4 Teaching Assistant you will demonstrate a good understanding of social & emotional mental health, be able to build effective relationships and communicate clearly with pupils, staff and parents.

This post will suit an experienced Teaching Assistant.

You would be joining a happy team that highly values the strengths and individuality of all of our children, their families and staff. We strive to ensure that everyone is able to achieve their highest potential in all areas of development through individualised learning. This is highly successful and results in the children making excellent progress in their learning and achievements.

Level 4 TA

Salary Grade F spinal points 12-17 £22,183 (pro rata £13,478)

26.25hrs a week

Watcombe Primary School is committed to safeguarding the welfare of children and expects all staff and volunteers to share this commitment. An enhanced DSB check will be required in-line with safer recruitment guidelines.

Closing date for application: 27/09/21 @ 9am

Interviews in the week beginning: 04/10/21

Yours sincerely

Fiona Prior

Chair of Governors



'Working together to make things better'

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WATCOMBE PRIMARY SCHOOL

JOB DESCRIPTION



Name:

JOB TITLE: TEACHING ASSISTANT - SUPPORTING AND DELIVERING LEARNING

GRADE: LEVEL FOUR

RESPONSIBLE TO: PHASE LEADERS, DEPUTY HEAD, HEAD

MAIN PURPOSE OF JOB

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals and groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development.

Responsibility for the management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training.

SUPPORT FOR PUPILS

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Develop and implement Individual Education Plans
- 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 TEACHERS

- Organise and manage appropriate learning environment and resources
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons and other work as appropriate
- 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 as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence
- Supporting the role of parents in pupils' learning and contribute to or lead meetings with parents to provide constructive feedback on pupil progress and achievement etc.
- Administer and assess/mark tests and invigilate exams/tests
- Production of lesson plans, worksheet, plans etc.

SUPPORT FOR THE CURRICULUM

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses and needs.

- Deliver local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist resources and equipment

SUPPORT FOR THE SCHOOL

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos, work and 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
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Deliver out of school learning activities within guidelines established by the school
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class

LINE MANAGEMENT RESPONSIBILITIES WHERE APPROPRIATE

- Manage other teaching assistants
- Liaise between managers/teaching staff and teaching assistants
- Hold regular team meetings with staff
- Represent teaching assistants at teaching staff/management/other appropriate meetings
- Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants

Signed _____

Signed _____ Headteacher

Date _____



WATCOMBE PRIMARY SCHOOL

LEVEL 4 TEACHING ASSISTANT: PASTORAL TEAM PERSON SPECIFICATION

Areas of requirement	Essential	Desirable
PROFESSIONAL QUALIFICATIONS	<ul style="list-style-type: none"> • English and maths to GCSE (grade C or above) standard or equivalent • Meet the L4 TA standards or demonstrate equivalent experience. <ul style="list-style-type: none"> • NVQ 3 - relevant to role • Training & understanding in: <ul style="list-style-type: none"> ○ The THRIVE approach ○ Attachment ○ Behavioural strategies 	<ul style="list-style-type: none"> • TA qualifications • Safeguarding training • Other relevant qualifications • Appropriate first aid training • Training in the relevant learning strategies
EXPERIENCE	<ul style="list-style-type: none"> • Experience of working with children of the SPECIFIC AGE relating to the post being applied for including • Excellent understanding of relevant teaching and learning materials for age group • Working with a range of agencies to ensure best opportunities for pupils <ul style="list-style-type: none"> • Safeguarding with children • Working with individuals & small groups supporting teaching and learning opportunities <ul style="list-style-type: none"> • Working as a team 	<ul style="list-style-type: none"> • Experience of organising a team
SKILLS, KNOWLEDGE & UNDERSTANDING	<ul style="list-style-type: none"> • Have high expectations of behaviour and achievement and have strategies to promote this. <ul style="list-style-type: none"> • Understanding and apply a range of behaviour management strategies (see above) • Positively support inclusion in the classroom and across the school. • Excellent understanding of the fundamental principles that support learning (questioning / facilitation / motivation) <ul style="list-style-type: none"> • Experience of implementing IEPs • Understanding and knowledge of SEND and a range of strategies employed to support learning <ul style="list-style-type: none"> • Experience of planning, delivering and evaluating learning <ul style="list-style-type: none"> • Safeguarding procedures & KCSiE • Knowledge of support services that are available • Ability to use ICT to support learning 	<ul style="list-style-type: none"> • Specific knowledge of expectations and curriculum for SPECIFIC AGE relating to the post being applied for including: phonics, spelling, punctuation & grammar and the appropriate methods of calculation.

	<ul style="list-style-type: none"> • Thorough understanding of child development. • Understanding of relevant policies / codes of conduct • Develop a specific area of specialism to support child development. 	
DISPOSITIONS & ATTRIBUTES	<ul style="list-style-type: none"> • An excellent communicator • To evaluate effectively and demonstrate a commitment to improving practice. • To set high standards as a role model for pupils and staff. • Approachable, caring and relates well to others. • Able to work individually and in teams being a committed team member / leader - well organised able to motivate. • Pro-active and prepared to use initiative. • Organised with effective time management • Adaptable - able manage changing priorities • Enthusiasm to develop and extend own subject knowledge 	
COMMUNITY	<ul style="list-style-type: none"> • Able to initiate communication with parents and other professionals and maintain professional dialogue. • Able to play an active role in the school community. 	<ul style="list-style-type: none"> • Run an extra-curricular club