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| **Post title:** | Advanced Teaching Assistant (Personalised Learning Pathways) |
| **Grade:** | E |
| **Responsible to:** | Programme Coordinator |
| **Staff managed:** | None |
| **Directorate:** | Children and Young People's Service |
| **Service:** | Adult Learning and Skills Service |
| **Job family:** | **E - Education/School** |
| **Date of issue:** | August 2023  |

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| Job context |
| * Working in the Adult Learning and Skills Service, the post holder will assist the teacher in the whole planning cycle and supervise individuals and groups in the absence of a teacher. This role is to work in the designated learning environments as well as with in the local and wider community under the guidance of the teacher, frequently on a 1:1 basis and with the ability to evaluate learning needs and actively seek learning opportunities.
* This role involves spoken communications, so a confident use of English language is required.
* An Enhanced DBS Check is required for this post.
* Job specifics:
* Support learners with a variety of educational opportunities e.g., in indoor or outdoor work-based environments under the direction of a teacher.
* Work autonomously as appropriate e.g., in the community and at times conducting on the spot risk assessments and dealing with individual medical needs of learners.
* Ability to work independently in the community.
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| **Job Description Grade D\E\F\G** |

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| **Job Purpose:** | **The core focus of this job is to work, under the direction of the teacher and other appropriate staff, in assisting in and contributing to the planning, delivery and evaluation of the learning process. The post holder will work in classes or other appropriate locations with access to support and guidance, supervising groups and /or individual pupils.** |

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| Operational management: | • Assist in the planning and evaluation of learning activities with the teacher. Deliver learning activities for individuals and groups of learners under the professional direction and supervision of a qualified teacher, differentiating and adapting learning programmes to support the needs of allocated pupils• With the teacher, plan and deliver small group interventions, with clear objectives and appropriate learning outcomes• Monitor and record learner responses and learning achievements and give appropriate feedback to teachers towards the overall assessment of learner progress and attainment made by the teacher and other professionals• Interact with learners in ways that support the development of their ability to think and learn, including the use of careful questioning• Support and assist in the development and implementation of appropriate behaviour management strategies• Take account of the effects of different parenting approaches, backgrounds, and routines, and be involved in home school liaison, as directed by the teacher• Support learners in their social and emotional wellbeing in implementing relevant social, health, and physical programmes, including for those with health, social and physical needs• Escort and supervise learners on educational visits and out of school’s activities under the supervision of a teacher• Undertake break supervision as required• Undertake routine clerical duties as required• Support the use of ICT and adhere to relevant policies • Supervise and provide access arrangement for pupils sitting internal and external examinations and tests, ensuring that examinations comply with Examination Board Regulations |
| Resource management: | * To assist in the induction and development of classroom support staff as required.
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| Partnerships: | * Assist the teacher and work as directed in preparation of the classroom and resources for planned work to take place
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| Communications: | * Establish rapport and respectful, trusting relationships and communicate effectively with learners, their families and carers, and other agencies / professionals, sharing confidential information as required.
* Initiate appropriate and effective communication with the teacher, and other professionals, forging and sustaining relationships across agencies
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| Systems and information: | * Assess, record and report on learners’ attainment and progress within assessment and reporting processes
* Participate in meetings with other staff, external professionals, and parents regarding learners, in a support capacity to the teacher, who will normally lead on such matters
* Assist in the induction and development of classroom support staff, cascading information, and good practice
* Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality
* Share information confidentially about learners with teachers where appropriate
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| Safeguarding: | * Carry out tasks associated with learner’s personal hygiene and welfare, including personal intimate care, physical and medical needs, whilst encouraging independence
* Dealing with accidents, emergencies, and illness by following agreed procedures, including reporting and recording. E.g.by dealing with risks and hazards according to procedures.
* Be responsible for promoting and safeguarding the welfare of learners in line with policy and legislation, raising concerns as appropriate
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| Person Specification: |  |
| Essential | **Desirable** |
| Knowledge and Experience* Good understanding of child/ young people’s development and learning processes
* Understanding of individual children and young people’s needs
* An understanding that children/Young people have differing needs and knowledge of inclusive practice
* Appropriate experience working with learners in an education setting
 | * Knowledge of Behaviour Management techniques
* Knowledge of Child Protection policies & Procedures
* Knowledge of Health & Safety legislation
* Experience in other relevant skills e.g., art/music/sport
* Experience of delivering evidence-based interventions that accelerate learning
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| Occupational Skills* Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with a range of staff, children, young people, their families, and carers
* The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post
* Behaviour management
* Good reading, writing and numeracy skills
* Ability to relate to children and young people
 | * Demonstrable ICT skills and ability to use them as part of the learning process, or the ability to develop ICT skills in a reasonable timeframe
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| Behaviours [link](https://www.northyorks.gov.uk/your-council/our-role-structure-and-objectives#accordion-content-0-0) |  |
| Professional Qualifications* Relevant NVQ Level 3 or equivalent to evidence good numeracy and literacy skills.
 | * Appropriate first aid training
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| Other RequirementsPersonal Qualities* Demonstrable empathy with learners
* Ability to work successfully in a team
* Able to exercise judgement
* Confidentiality
* Flexibility
 | * Creativity
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| Career progression: |
| * At NYC we value our employees, and as part of this we can provide wider opportunities to progress in your career. Through discussion with your manager identify areas of interest and consider avenues to progress to them, e.g. apprenticeships and work shadowing/coaching.
* As a large council we have a range of roles, across our services, and can provide a wealth of career and development opportunities to help our employees find fulfilling career development opportunities.
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| Structure |
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NB – Assessment criteria for recruitment will be notified separately.
Optional - Statement for recruitment purposes: You should use this information to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. You will be tested in some or all of the skill specific areas over the course of the selection process.