

**River Tees Multi Academy Trust**  
**Position: Teaching Assistant Level 2/3**  
**River Tees Academies**



## **River Tees Multi Academy Trust**

**Position: Teaching Assistant Level 2/3 (Level is dependent on experience and qualifications)**

**Location: River Tees Academies**

**Grade: Level 2- SCP 8**

**Level 3- SCP 12-15**

**Hours of work: 35 hours per week, term time only**

**Start Date: As soon as possible**

At River Tees Multi-Academy Trust, learning is at the centre of everything that we do. We work with the most vulnerable children and young people, helping them to re-set their learning journey to achieve better outcomes and life chances in the short and longer term. It is recognised that each learner requires a unique setting and support programme to help them back into either mainstream education or a specialised educational setting.

The Trust believes that Alternative Provision (AP) should give every learner the chance to be the best that they can be. We believe that this is achieved through the removal of barriers to learning, and the delivery of personalised programmes which lead to valued and valid qualifications.

River Tees Multi-Academy Trust is dedicated to providing high quality education through an innovative structure, so that vulnerable students have access to advanced and energising centres of learning. They are supported to develop lively and enquiring minds, whilst ensuring that they feel safe and valued in an inclusive environment. The ethos of inclusion is central to all of the work of the trust in helping young people to achieve aims and ambitions.

The role of Teaching Assistant at River Tees Academies involves working under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. Staff may also supervise whole classes occasionally e.g. during short-term absence of teacher or for regular short periods with teacher's planning provided.

**Application form to be sent to [HR@rtmat.org.uk](mailto:HR@rtmat.org.uk)**

**Closing date: Wednesday 25<sup>th</sup> November 2020**

**Interview date: Thursday 3<sup>rd</sup> December 2020**



## Job Description

**Job Title: Teaching Assistant Level 3**

**Reporting to: Key Stage Lead and Head Teacher**

**Grade: SCP 12-15**

### **Job Purpose**

To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. Staff may also supervise whole classes occasionally e.g. during short-term absence of teacher) or for regular short periods with teacher's planning provided.

### **Level 3 Teaching Assistant's will:**

Support the pupils:

- Use specialist (curricular/learning) skills/training/experience to support pupil
- Assist with the development and implementation of IEPs
- 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 the teacher:

- Work with the teacher to establish an appropriate learning environment
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives

- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- Undertake marking of pupils' work and accurately record achievement/progress
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
- Administer and assess routine tests and invigilate exams/tests
- Provide general clerical/admin support e.g. administer coursework, produce worksheets for agreed activities etc.

#### Support for curriculum:

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Implement local and national learning strategies e.g. literacy, numeracy, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Help pupils to access learning activities through specialist support
- Determine the need for, prepare and maintain general and specialist equipment and resources

#### Support for the School:

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all 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
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Undertake planned supervision of pupils' out of school hours learning activities
- Supervise pupils on visits, trips and out of school activities as required

#### **GENERAL / MISCELLANEOUS**

The job holder may be required to undertake additional duties as could be reasonably required in exceptional or emergency situations.

## Person Specification- Level 3 TA

FACTOR	ESSENTIAL	DESIRABLE
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>• Very good numeracy/literacy skills</li> <li>• NVQ 3 for Teaching Assistants or equivalent qualification or experience</li> <li>• Training in the relevant strategies e.g. literacy and/or in particular curriculum or specific learning area E.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant Qualification in Education</li> <li>• Appropriate first aid training</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Working with or caring for children of relevant age</li> </ul>	<ul style="list-style-type: none"> <li>• Working in an education or alternative education setting/ exclusion unit for young people.</li> <li>• Knowledge of data protection.</li> <li>• Understanding of governmental policy relating to children and young people and support agencies.</li> </ul>
<b>Knowledge and skills</b>	<ul style="list-style-type: none"> <li>• Effective use of ICT to support learning</li> <li>• Use of other equipment technology</li> <li>• Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation</li> <li>• Working knowledge of national/foundation stage curriculum and other relevant</li> </ul>	

	<p>learning programmes/strategies</p> <ul style="list-style-type: none"> <li>• Understanding of principles of child development and learning processes</li> <li>• Ability to self-evaluate learning needs and actively seek learning opportunities</li> <li>• Ability to relate well to children and adults</li> <li>• Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</li> </ul>	
--	--	--



## Job Description

**Job Title: Teaching Assistant Level 2**

**Reporting to: Key Stage Lead and Head Teacher**

**Grade: SCP 8**

### **Job Purpose**

To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

### **Level 2 Teaching Assistant's will:**

Support the pupils:

- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
- Establish constructive relationships with pupils and interact with them according to individual needs
- Promote the inclusion and acceptance of all pupils
- Encourage pupils to interact with others and engage in activities led by the teacher
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher

Support the teacher:

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed
- Provide detailed and regular feedback to teachers on pupil's achievement, progress, problems etc.

- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Establish constructive relationships with parents/carers
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work
- Provide clerical/admin support e.g. photocopying, typing, filing, money, administer coursework etc.

#### Support for curriculum:

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, , Foundation Stage curriculum, etc. - recording achievement and progress and feeding back to the teacher
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use

#### Support for the School:

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all 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
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher

#### **GENERAL / MISCELLANEOUS**

The job holder may be required to undertake additional duties as could be reasonably required in exceptional or emergency situations.



## Person Specification- Level 2 TA

FACTOR	ESSENTIAL	DESIRABLE
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>• Very good numeracy/literacy skills</li> <li>• NVQ 2 for Teaching Assistants or equivalent qualification or experience</li> <li>• Training in the relevant strategies e.g. literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant Qualification in Education</li> <li>• Appropriate first aid training</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Working with or caring for children of relevant age</li> </ul>	<ul style="list-style-type: none"> <li>• Working in an education or alternative education setting/ exclusion unit for young people.</li> <li>• Knowledge of data protection.</li> <li>• Understanding of governmental policy relating to children and young people and support agencies.</li> </ul>
<b>Knowledge and skills</b>	<ul style="list-style-type: none"> <li>• Effective use of ICT to support learning</li> <li>• Use of other equipment and technology</li> <li>• Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation</li> <li>• Working knowledge of national/foundation stage</li> <li>• curriculum and other relevant learning programmes/strategies</li> </ul>	

- |  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"><li>• Understanding of principles of child development and learning processes</li><li>• Ability to self-evaluate learning needs and actively seek learning opportunities</li><li>• Ability to relate well to children and adults</li><li>• Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</li></ul> |  |
|--|---|--|

# RTMAT WELL-BEING OFFER



Complementary tea and coffee making facilities.



Staff social and sporting activities



A buddy for new staff who join RTMAT.



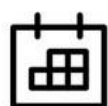
flexible and generous approach to family appointments, children's events etc.



Wellbeing events for all staff



Personal ICT equipment (iPad or Macbook)



Deadlines well publicised and annual calendar consultation



Opportunities for career development always considered



Complementary Christmas lunch provided for all staff each year



No student or class data is collected for data's sake



Measured approach to lesson observation, drop-ins and work scrutiny.



Staff marking & workload group guide and develop policy



The opportunity to make a real difference to the lives of disadvantaged and vulnerable learners.



Counselling service free to all staff both in house and externally



On-site free parking where possible



Comprehensive training and development offer



SLT open door policy at all times



Dedicated classroom wherever possible for all teaching staff



Greater PPA time than national



Cake, laughter and friendship

## How to Apply

**For more information or to request an application form, please email [HR@rtmat.org.uk](mailto:HR@rtmat.org.uk).**

**If you would like any further information on this post, you can contact Robyn Bulmer on 01642 213799.**