



Teaching Assistant

Application Pack



Head Teachers Welcome

Dear Applicant,

Thank you for your interest in this post. I hope that you will find our information useful and that you will decide to apply for the post. Hodge Hill College is a dynamic and innovative place to work. It has undergone massive improvements in the last six years during which time our exam results have increased significantly year-on-year and our campus has been transformed. We are a happy, confident school with a track record of innovation. In October 2021, OFSTED endorsed our view that we are a good school. We believe that our potential is far greater and continue to strive to reach this goal.

GCSE results have increased significantly, with a strong performance in all curriculum areas leading to high A8 and P8 scores. If your application were to be successful, you would be joining a creative, professional environment and a team with a strong sense of purpose and commitment to ensure all our pupils achieve. As a new colleague, you can look forward to a strong support network to help you progress in your career.

We want to recruit dedicated, dynamic, committed people, who will help us further improve outcomes for all our pupils. So, if this brief snapshot of the school appeals, and if you think you have what it takes to work with us, we look forward to receiving your completed application form.

If you have not received an invitation to interview within two weeks of the advertised closing date, please assume that an appointment has been made.

Yours faithfully,

Hannah Herrmann

Headteacher

Teaching Assistant - Job Description

Safeguarding Statement

Hodge Hill College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The successful candidate will be requested to apply for Enhanced Disclosure from the Disclosure and Barring Service, although a criminal record will not necessarily be a bar to obtaining the position.

Post Title:	Teaching Assistant
Responsible to:	Director of Learning: Inclusion
Responsible for:	N/A
Working Time:	32.5 hours per week, term time only
Contract	Permanent

Salary

Dependent on

Qualifications and

Experience (See last page)

Grade B: **£29,540 - £34,434**

Grade B Actual Salary approx: £22,784 - £26,549

(Consultation Grade – subject to formal evaluation under the Pay Equity Review)

1. Job Purpose

- This level is applicable to experienced teaching assistants whose working role calls for competence across a varied range of responsibilities
- To support teaching staff in the development and education of pupils including the provision of specialist skills as appropriate.

2. Main Duties and Responsibilities

Support for pupils (either individually or in groups)

- Support the activities of individuals or groups
- Establish and maintain relationships with individual pupils and groups.
- Contribute to individual Education Plans as appropriate.
- Support pupils during learning activities.
- Promote pupils' social and emotional development.
- Contribute to the health and wellbeing of pupils.
- Provide support for bilingual/ multilingual pupils (where appropriate to the focus of the role).
- Support pupils with literacy and numeracy skills
- Support pupils to access the curriculum.
- Dealing with the personal care needs of children where appropriate in line with the guidance of the local authority
- To monitor and report on the implementation of all plans drawn up to remove barriers to learning for individual pupils

Support for Teacher(s)

- Observe and report on pupil performance
- Contribute to the planning and evaluation of learning activities.
- Assist in preparing and maintaining the learning environment.
- Contribute to the management of pupils' behaviour.
- Contribute to maintaining pupils' records
- Support the maintenance of pupils' safety and security.
- Supervise the whole class for a short time in an emergency (normally for a period less than a whole lesson until the teacher returns or alternative arrangements are made) or for a very short period of planned absence for less than a whole lesson
- Undertake routine marking in line with school policy

- Provide general administrative support, for example, administer coursework, produce worksheets etc.
- Undertake joint home visits as appropriate and in line with LEA policy
- With teaching and pastoral staff, to participate in the comprehensive assessment of all children entering or returning to school (including teenage mothers) and at the end of years 7 to 9, to identify those who need extra help to overcome barriers to learning inside and outside the school

Support for School

- Support the development and effectiveness of team work within the school environment
- Develop and maintain working relationships with other professionals
- Review and develop own professional practice
- Work as required across the curriculum and in all Key Stages within the school in accordance with the job
- To work closely with the SenCo and the senior member of staff responsible for able gifted and talented children and those with special educational needs are met
- To monitor and report on the implementation of all plans drawn up to remove barriers to learning for individual pupils
- To have full knowledge and appreciation of the range of activities courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for pupils

Support for the Curriculum

- Support the use of information and communication technology in the classroom
- Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
- To ensure their tasks are carried out with due regard to Health and Safety
- To participate in appropriate professional development including adhering to the principle of performance management.
- To adhere to the ethos of the school
 - To promote the agreed vision and aims of the School
 - To set an example of personal integrity and professionalism
 - Attendance at appropriate staff meetings and parent meetings
- Any other duties as commensurate within the grade in order to ensure the smooth running of the school

Professional Development

Attend and participate in training and staff development programmes as per the school's continued professional development programme

To ensure all tasks are conducted under a professional standard and adhering to the departments operational standards:

- To promote the agreed vision and aims of the school
To set an example of personal integrity and professionalism
- Be aware of and adhere to school policies and procedures as set out in the staff handbook and other documentation available, including safeguarding and child protection, Health & Safety, Staff code of conduct, data protection etc. Reporting any concerns to an appropriate person.
- Appreciate and support the role of other professionals
- Show a duty of care and take appropriate action to comply with Health & Safety requirements at all times.
- To adhere to the ethos of the school
- Any other reasonable tasks commensurate with the role
- This post is one of continuous development and the post holder will be encouraged to develop skills and capabilities, including participation in projects and training events. Accordingly, the range of duties and responsibilities outlined above may change from time to time to reflect the changing needs of the organisation.
- Be committed and part of the 'school wide 'team by ensuring you are available at changeover duties

Within the grade and job description of each level the exact focus of the role will be decided at school level and will take into account the needs of the school as well as the experience and development needs of the member of staff

Teaching Assistant - Person Specification

Specification	Detail	Examples
Qualifications and Experience	Specific Qualifications*	- NVQ Level 2 for Teaching Assistants or equivalent - NVQ Level 3 for Teaching Assistants or equivalent or willing to work towards this qualification - Degree is desirable - Emergency first qualified or willing to work towards this qualification
	*Please see page 8 for further information in regards to Specific Qualifications	
	Experience	- Experience of supporting children in a classroom environment, including those with special educational needs - Experience of providing one to one support - Experience of using Information Technology to support pupils in the classroom
	Knowledge of Relevant Policies and Procedures	- Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment - Knowledge of SEN Code of Practice
	Literacy/Numeracy	- A good standard of education particularly in English and Mathematics - Level 2 in Numeracy and Literacy Qualification - Ability to use language and other communication skills that pupils can understand and relate to
Skills and Abilities	- Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils - Ability to provide classroom cover – with agreed parameters – in the absence of the class teacher - Ability to consistently and effectively implement agreed behaviour management strategies - Ability to establish positive relationships with pupils and empathise with their needs - Ability to demonstrate active listening skills - Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs, encouraging the pupils to stay on task - Ability to monitor the pupils' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes - Ability to carry out and report on systemic observations of pupils' knowledge understanding and skills - Ability to assist in the recording of lessons and assessment as required by the teacher - Ability to offer constructive feedback to pupils to reinforce self-esteem - Ability to work effectively and supportively as a member of the school team - Ability to work within and apply all school policies e.g. behaviour management, child protection, Health and Safety, Equal Opportunities You must be able demonstrate your suitability to work with children and that this will include motivation, ability to maintain appropriate relationships with children, emotional resilience to challenging behaviour, and attitudes to the use of authority and maintenance of discipline (as part of the safeguarding process)	

Working With Children	Behaviour Management	• Ability to demonstrate effective implementation of the school's behaviour management policy
	SEN	• Detailed understanding and awareness to support the differences in children and adults in relation to the role
	Curriculum	• Understanding of school curriculum in support of the role and advise and support others relevant to specific area
	Health and Wellbeing	• Understand and support the importance of physical and emotional wellbeing
Working With Others	Working With Partners	• Ability to make a proactive contribution to the work of the team
	Relationships	• Ability to establish rapport and respectful and trusting relationships
	Team Work	• Ability to work effectively with a range of adults and pupils. • Ability to make distinctive contribution to the work of the team. • Ability to work in a team.
Responsibilities	Organisational Skills	• Excellent organisational skills • Ability to remain calm under pressure
	Time Management	• Ability to plan and manage own time effectively
	Creativity	• Demonstrate a creative approach to supporting children and staff and an ability to resolve problems independently
General	Equalities	• Awareness of and promotion of equality
	Health & Safety	• Understanding of Health & Safety legislation and procedures relating to specialist area. • Ability to advise others.
	Child Protection	• Understand and support child protection procedures
	Confidentiality/Data Protection	• Understand procedures and legislation relating to confidentiality/Data Protection including GDPR
	CPD	• Demonstrate a clear commitment to develop and learn in the role • Ability to effectively evaluate own performance. Cross training within the department that will benefit the ICT team. The sharing of each other's roles that will benefit the long term future of the ICT department and each member of the Team.

All offers of appointment are subject to:

1. A satisfactory enhanced Disclosure and Barring Service Check
(For those who will be engaging in regulated activity, with barred list information)
2. At a minimum two Satisfactory References. One of which should be your line manager in your present or most recent employment, or if you are at school, college or university leaver, your Headteacher or Tutor.
3. Verification of identity
4. Verification of right to work in the UK
5. Verification of mental and physical fitness to carry out work responsibilities
6. Any additional checks needed for time spent living or working overseas
7. Qualification checks as outline on your application form
8. A check that you are not subject to a prohibition order issued by the secretary of state
(For teachers only, teaching assistants and pastoral staff)

Teaching Assistant Qualifications

Grade 2 Teaching Assistants: Preferably qualified to National Occupational Standards for Supporting Teaching and Learning in schools NVQ Level 2 previously known as Teaching Assistants.

Grade 3 Teaching Assistants should hold one of the below approved qualifications.

- Teachers with full Qualified Teacher Status
- National Vocational Qualifications for Teaching Assistants.

The qualifications and credit framework (QCF) which was introduced in September 2010 replaced National Vocational Qualifications for Teaching Assistants. The most common qualifications for Level 3 Teaching Assistants before the changes introduced in 2010 are given below and will remain valid for those people who hold them.

Pre-2010 qualifications

- BA – Early Childhood Studies
- BTEC Level3 Certificate for Teaching Assistants
- BTEC National Diploma (2 years)
- BTEC National Diploma Early Years
- BTEC National Diploma Early Years and Childhood Studies
- BTEC National Diploma early Years Care and Education
- BTEC National Diploma in Childhood Studies (Nursery Nursing)
- CACHE Level 3 Certificate in work with Children – Early Years (Accreditation of Prior Experiential Learning APEL)
- CACHE Level 3 NVQ in Supporting Teaching and Learning in Schools
- Caring Services (Nursery Nursing)
- Certificate of Higher Education Learning Assistants
- City & Guilds NVQ Level 3 in Supporting Teaching and Learning in Schools
- City & Guilds NVQ Level 3 Teaching Assistants
- Classroom Support Worker Qualification – secondary (NVQ Level 3 Teaching Assistant equivalent)
- Foundation Degree – Learning Support
- Foundation Degree Early Childhood Studies (or Early Years)
- National Diploma Caring
- National Occupational Standards for Supporting Teaching and Learning in schools
- NNEB
- NVQ Level 3 Child Care and Education
- NVQ Level 3 Childcare and Education
- NVQ Level 3 Childcare Learning and Development
- NVQ Level 3 for Teaching Assistants
- NVQ Level 3 Teaching Assistants (Accreditation of Prior Experiential Learning (APEL)
- NVQ Level 3 Specialist Teaching Assistants (STA)

Current awarding bodies and approved qualifications are given on the Ofqual website. Training courses provided by organisations not registered with Ofqual (such as private colleges offering correspondence courses/distance learning) are not recognised for the purposes of qualification as a teaching assistant in Birmingham.

Any employee or prospective employee wishing to obtain a recognised qualification for a teaching assistant should be advised to check that the course is approved by Ofqual before enrolling. For information on previous qualifications, which remain valid for those who hold them, see above table.